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ABSTRACT

This curriculum guide for the elementary school portion of a K-12 health education program contains notes on eleven areas: Alcohol, Anatomy and Physiology, Community Health, Consumer Health, Dental Health, Disease Control, Family Health, Heredity and Environment, Mental Health, Nutrition, and Safety Education. The notes on each area contain a statement of the related competencies that students are expected to have when they graduate from high school, a list of concepts within the area each accompanied by sample learning experiences, and a list of resources (books, films, journal articles, and public and private agency publications) provided at the end of each section. Includes a bibliography for teachers and notes on using the guide. (AL)

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Elementary

HEALTH
EDUCAT
GUIDE

to better health

SE: 011 236

HEALTH EDUCATION GUIDE

to better health

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WORKING COPY

STATE OF WASHINGTON
HEALTH EDUCATION GU
TO
BETTER HEALTH
1966

Prepared Under the Supervision of
The State Office of Public Instruction
Olympia, Washington

Louis Bruno
State Superintendent of Public Instruction

Chester D. Babcock
Assistant Superintendent for Curriculum and Instru

GRADES K-6

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FOREWORD

We are coming to recognize increasingly that sound mental and physica
most important attributes of a people. The promotion of good health is not onl
is also in the national interest.

This guide has been prepared with the hope that it may be instrumenta
health education in our schools. The guide is regarded only as a tentative fir
a kindergarten-grade 12 program. In a very real sense, it explores uncharted g
a pattern to be followed, but a resource to be used.

We look forward to an early revision of this material--a revision bas
with it in your classes. Many have contributed to this guide in its present fo
cooperation and assistance, I have great confidence we can continue to provide
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Loui

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Louis Bruno

ACKNOWLEDGMENTS

The development of this Guide is the result of the effort and time c appreciation goes to Dr. Jess Spielholz, Health Services Division, Washington Health, for his support in the preparation of this Guide and for his faith in tion in our schools.

Appreciation is also expressed to the Steering Committee members whc well-being for all people may be partially achieved through the use of this Gu

Mrs. Virginia Brannan
Miss Josephine Gaines
Dr. Elizabeth Gunn
Miss Nora Hall
Dr. Orvis Harrelson
Mr. Frank Inslee
Dr. Richard Jarvis
Mr. Laurel Kenney
Miss Frances Michie

Dr. Caswell Mills
Mr. Russell Quacke
Mr. Spencer Reeves
Miss Edna Roake
Mr. Howard Schaub
Miss Agnes Stewart
Mr. Lou Tice
Mr. Everett Woodwa

We are indebted to the many administrators and teachers who contribu and to the administrations of the following districts who made it possible for enthusiastic teachers to assist in developing the basic units.

Bellevue School District
Edmonds School District
Everett School District
Renton School District

Seattle School Dis
Shoreline School D
Spokane School Dis
Tacoma School Dist

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District

Seattle School District
Shoreline School District
Spokane School District
Tacoma School District

The early direction given by personnel in the following districts thr

in Pilot Projects was also invaluable.

Bremerton School District
Edmonds School District
Federal Way School District
Issaquah School District
Moses Lake School District
North Thurston School District
Olympia School District
Port Angeles School District

Pullman Sc
Richland S
Shoreline
Spokane Sc
Tacoma Sch
Wenatchee
Yakima Sch

In addition, guidance given by the Washington Tuberculosis Associatio

Heart Association and the Washington Division of the American Cancer Society co

quality of this Guide.

We also wish to express appreciation to the participants in the Physi

ference, 1966, for their interest and their critical evaluation of the prelimin

And a final word of thanks to the many, many resource persons who, as

evaluated each phase of this Guide as it was developed.

Lucille Trucano
Supervisor, Hea

Chester D. Babc
Assistant Super

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Shoreline School District
Spokane School District
Tacoma School District
Wenatchee School District
Yakima School District

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Lucille Trucano
Supervisor, Health Education

Chester D. Babcock
Assistant Superintendent

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What Is Health?

Health is a state of physical, mental and social well being, not It is more than being well; it is having energy and enthusiasm for life's a good attitude about oneself and others. It is accepting the fact that lif works towards the solutions or the modification of these problems. Health a quality through which goals and dreams may be achieved.

What Is Health Instruction?

Health instruction then becomes education for living happily and a multi-disciplinary approach to bridging the gap between scientific health cation of these discoveries in his daily life. It is one of three aspects the other two aspects are healthful school environment and health services.

Health education is more than first aid, anatomy and physiology. ilation of health knowledge, attitudes and skills which help the student an remedy health problems. Thus, health instruction copes with the problems o lung cancer, venereal disease, self-medication, obesity, and air and water

In addition to acquiring scientifically sound health knowledge, a that this knowledge can change with new scientific findings. Health educati critical thinking, for problem-solving and for examining the processes of de guidelines to assist in evaluating the reliability of health information and

is a state of physical, mental and social well being, not merely the absence of disease.
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which goals and dreams may be achieved.

struction?

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ary approach to bridging the gap between scientific health discoveries and man's appli-
iscoveries in his daily life. It is one of three aspects of a total school health program;
ects are healthful school environment and health services.
education is more than first aid, anatomy and physiology. It is exposure to and assim-
knowledge, attitudes and skills which help the student and community prevent them or
blems. Thus, health instruction copes with the problems of alcoholism, mental illness,
real disease, self-medication, obesity, and air and water pollution, among others.
tion to acquiring scientifically sound health knowledge, a student learns to appreciate
ge can change with new scientific findings. Health education creates opportunities for
, for problem-solving and for examining the processes of decision-making. It provides
ist in evaluating the reliability of health information and services.

Health Education gives the student opportunities to develop positive, attitudes which will lead to continuing interest and learning. These attitudes than the acquisition of facts in a particular unit or course. The student is he perceives himself and "health" will determine whether or not he accepts or rejec He comes to understand that these attitudes will color how he interprets this he he evaluates it and whether or not he applies it to change his behavior.

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d to continuing interest and learning. These attitudes may be more important
facts in a particular unit or course. The student is helped to see that how he
ealth" will determine whether or not he accepts or rejects health information.
hat these attitudes will color how he interprets this health information, how
her or not he applies it to change his behavior.

What Are Health Education Programs In The School?

Health Education as interpreted in its broadest sense refers to any experience, in any part of the school curriculum, at any time of the school day, in a classroom or other area of the school or in the community, which provides a learning opportunity.

There are four approaches to health instruction; however, direct health instruction appropriately placed in the school years of each student is essential for an educationally sound program.

1. Integration

   The research paper on PKU in English class, the preparation for a student panel on alcoholism in psychology class, the lunchroom visit by the third grade during a nutrition unit and a committee field trip to the health department by an eighth grade social studies class may all contribute to the health education of students and should be considered as part of a health education program. Such experiences are found in most schools but they may occur, hit and miss, with no coordination tying them into a total health instruction program.

2. Correlation

   Correlation is most effective in the elementary school where the classroom teacher correlates specific health topics with other curriculum areas. For example, in the study of community helpers, there is a natural relationship between the teeth, their care and the dentist. In the secondary school a few subjects such as home economics, biological science and chemistry can incorporate such health units as family health, anatomy and physiology, and drugs. These subjects include areas which specifically relate to health and the good teacher will place emphasis on the natural relationships between these areas and health education.

3. Incidental

   Health education experiences will arise in many situations during the day and these are designated as incidental health teaching opportunities. These may or may not be capitalized on; the dispute on the playground, the pushing at the drinking fountain, the gracious act of sharing, the assembly on the importance of the humanities all provide unplanned but on-the-spot opportunities for learning in health. A teacher knowledgeable in health education creates meaningful learning experiences from these happenings.

4. Direct Health Instruction

   Direct health instruction implies a specific class or lesson organized for health instruction. In the elementary school the regular classroom teacher is responsible for health instruction. However, he needs district-wide planning for logical progression and complete coverage of health material. Health materials need to be available to the teacher.

An adequate program on the secondary level, means classes des
health instruction and taught by a qualified teacher. Again,
is necessary so that teachers can build on previous instructio
rials are available.

What Is The Need For Health Education?

Democracy assures the opportunity for individuals to fulfill their
ment and maintenance of good health is, therefore, a basic right of each ind
the responsibility of the individual for his own health, the health of his f
x his community.

Delbert Oberteuffer discusses the vital ties between health and ed
wise people have been saying that a definable relationship exists between th
tribution of each an absolute necessity to the effective development of the
relationship in simple terms: One needs to be educated in order to develop
needs abundant health to make full use of one's education.... To claim a bro
without including quite a bit about one's own physical, emotional, and menta
is nonsense...."*

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*Oberteuffer, Delbert, "Vital Ties Between Health and Education", NATIONAL E
(reprint)

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For Health Education?

cy assures the opportunity for individuals to fulfill their potentials. The attain- nce of good health is, therefore, a basic right of each individual. With this comes y of the individual for his own health, the health of his family and the health of

Oberteuffer discusses the vital ties between health and education: "For centuries been saying that a definable relationship exists between the two which makes the con- an absolute necessity to the effective development of the other.... To express this imple terms: One needs to be educated in order to develop fully one's health, and one alth to make full use of one's education.... To claim a broad and liberal education quite a bit about one's own physical, emotional, and mental mechanisms and their care

bert, "Vital Ties Between Health and Education", NATIONAL EDUCATION JOURNAL, March, 1964

Citizens need to understand and appreciate the results of accelerate
the health sciences. Individuals not only need to be informed of the advances,
they also must be informed sufficiently to enable them to appraise and evaluat
cation to daily living.

The more aggressive advertising of health products and services deman
health education so that this advertising can be analyzed with intelligence an
impairment of both health and budget.

Citizens are called upon to make decisions on legislation and communi
idation, immunization, etc. To decide on platforms, referenda and campaigns i
issues, the voting citizen must understand the basic principles of safe and hea

Although our nation enjoys a high standard of living, existing indivi
problems keep this nation from being as strong as it could be. Alcoholism, me
dent problems, etc. cry out for solutions. Health education is a part of the

*Irwin, Leslie W.; Cornacchia, Harold J.; and Staton, Wesley, M. HEALTH IN E
Louis: C.V. Mosby Company, 1962, pp. 142-146

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, etc. To decide on platforms, referenda and campaigns involving public health
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What About Controversial Matters?

The philosophy relating to the teaching of controversial issue district's written policy. All individuals teaching controversial subje with these policies. In formulating policy, it is advisable to enlist t such as the medical profession, church personnel and the Parent Teacher

Students need to come to grips with controversial issues appro maturity. This involves consideration of all relevant information. The own opinions without being influenced by a biased and prejudiced learnin give careful orientation to the subject and give an unbiased statement o locate and gather facts for both sides. Students can be taught how to d wealth of material which is always available to them on controversial is roversial Matters?

hilosophy relating to the teaching of controversial issues should be a part of a school ten policy. All individuals teaching controversial subject matter need to be familiar cies. In formulating policy, it is advisable to enlist the support of allied groups ical profession, church personnel and the Parent Teacher Association.

nts need to come to grips with controversial issues appropriate to their level of involves consideration of all relevant information. The student must learn to form his thout being influenced by a biased and prejudiced learning atmosphere. The teacher should ientation to the subject and give an unbiased statement of the problem. Students then er facts for both sides. Students can be taught how to develop criteria for judging the ial which is always available to them on controversial issues.

How Districts Use This Guide

This Health Education Curriculum Guide is sequentially prepared with students' health needs and interests. Hopefully it eliminates monotonous repet that in the past were ignored, moves from the concrete to the abstract and from zations.

To utilize the Guide in an educationally sound program, districts are

1. Appoint a health curriculum committee to review the entire Guid
2. Have the health curriculum committee determine at which grade l cepts will be developed. The committee can also determine wheth can be taught best through integration, correlation or direct h
3. Appoint teacher groups on various grade levels to develop more ing units to cover these concepts and to preview films and orde
4. Develop inservice programs, if necessary.

This Health Education Curriculum Guide can also serve as a flexible r teachers planning specific classes and lessons in health instruction. The heal experiences may be selected, modified or deleted in terms of student and commun lems and experiences. For example, if health instruction is given only at the then much of the junior high school material would need to be adapted to the se health instruction is concentrated at the junior high level, material from both high school levels would need modifications. However, there are some concepts to modify for other age groups.

Guide

Education Curriculum Guide is sequentially prepared with materials related to
and interests. Hopefully it eliminates monotonous repetition, includes areas
ignored, moves from the concrete to the abstract and from specifics to generali-

he Guide in an educationally sound program, districts are encouraged to:
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will be developed. The committee can also determine whether the concepts
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For example, if health instruction is given only at the senior high school level,
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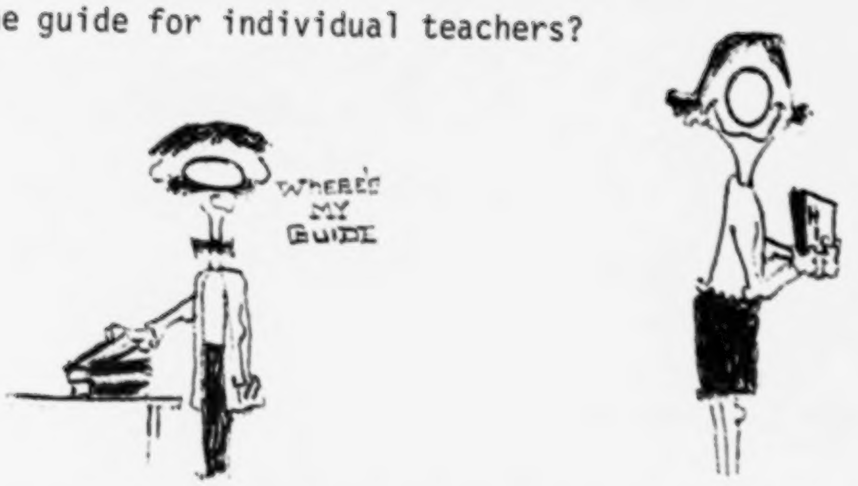
concentrated at the junior high level, material from both the intermediate and
ld need modifications. However, there are some concepts that would be difficult
e groups.

HOW TO USE THIS GUIDE

1. Is the guide for individual teachers?



Yes and no. There should be plenty of ideas for individual teachers to use; however, it is hoped that districts will use it as a catalyst for action toward a planned sequential health instruction program.

3. Why all the emphasis on planned health instruction?

To avoid monotonous repetition.
To avoid missing important health areas.
To provide scheduled classrooms for teaching.

2. Who plans t
program?

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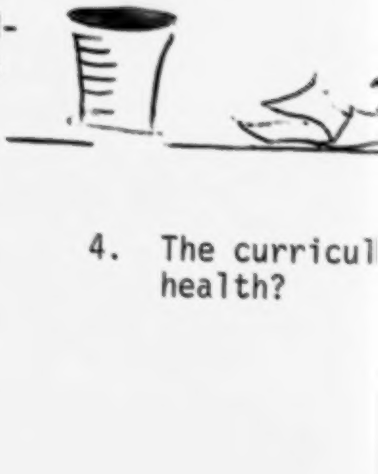

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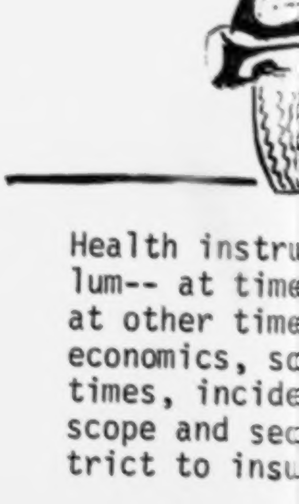

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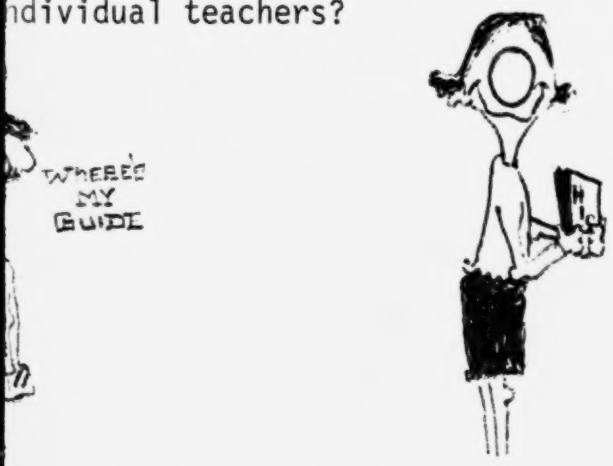
HOW TO USE THIS GUIDE

ndividual teachers?



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e; however, it is hoped that districts
talyst for action toward a planned
instruction program.

is on planned health instruction?

s repetition.
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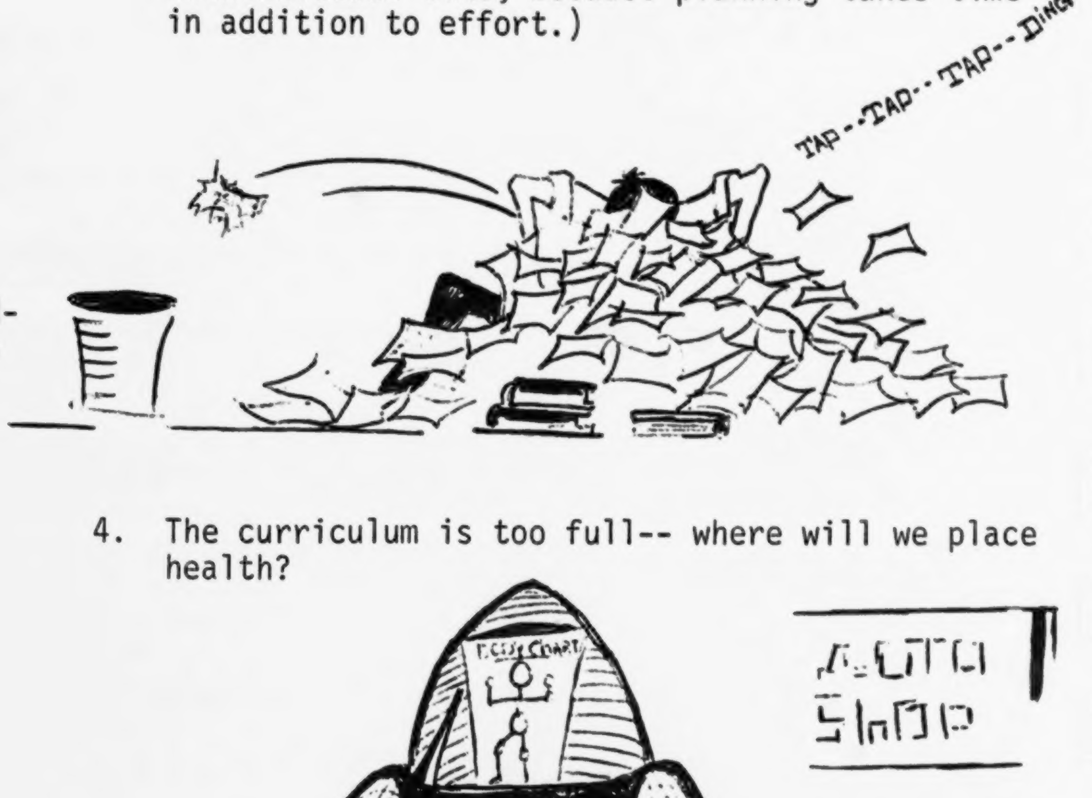
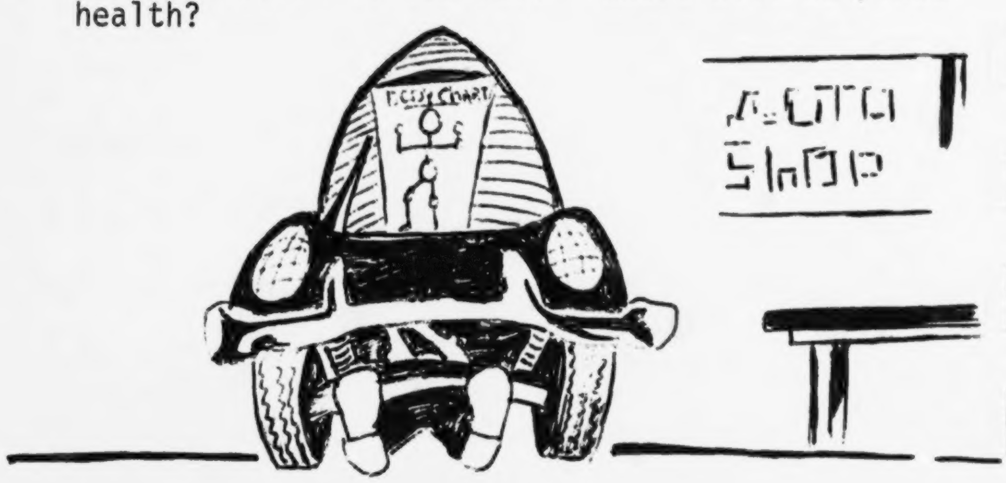
ed classrooms for teaching.

2. Who plans the sequential health instruction program?

A curriculum committee of teachers and nurses, health specialists, and physicians. (Hopefully, with released time, because planning takes time in addition to effort.)



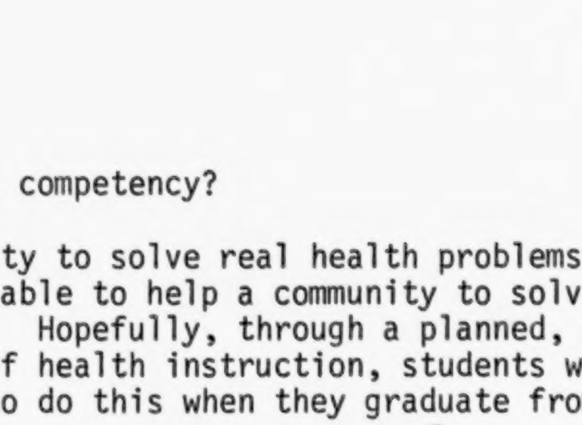
4. The curriculum is too full-- where will we place health?



Health instruction does need time in the curriculum-- at times it has to have a special place but at other times it can be intergrated into home economics, social studies, science, etc.; at times, incidental teaching may do the job. A scope and sequence plan is needed in every district to insure that is it actually taught.

5. What is a competency?

The ability to solve real health problems for oneself or to be able to help a community to solve its health problems. Hopefully, through a planned, sequential program of health instruction, students will be "competent" to do this when they graduate from high school



7. Are learning experiences methodology?

Yes-- the name change is to emphasize that students should be "doing" rather than the teacher. Students should be actively involved in this learning, not just lectured to. A multi-sensory approach to learning is emphasized throughout the Guide. Health can be exciting when not involved with just a textbook.

6. Do we teach conc

No-- not directl
related ideas wh
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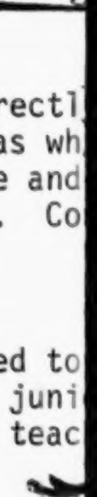
experiences. Co
behavior.

8. Does one need to
mediate and juni
high school teac



Yes, Yes, Yes!
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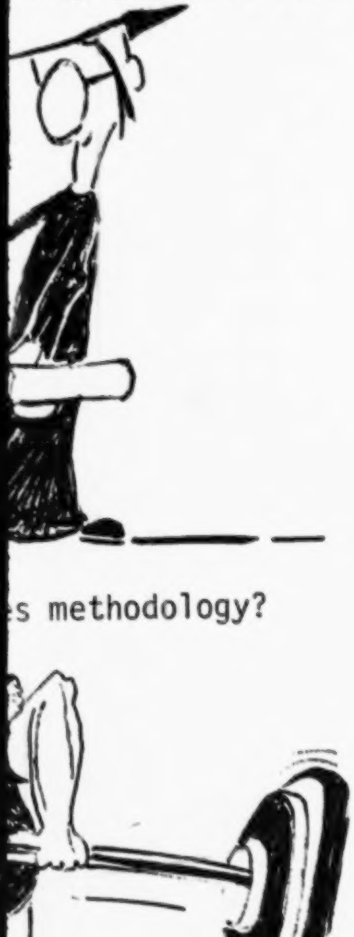

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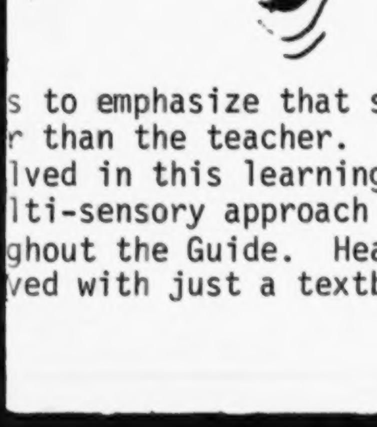

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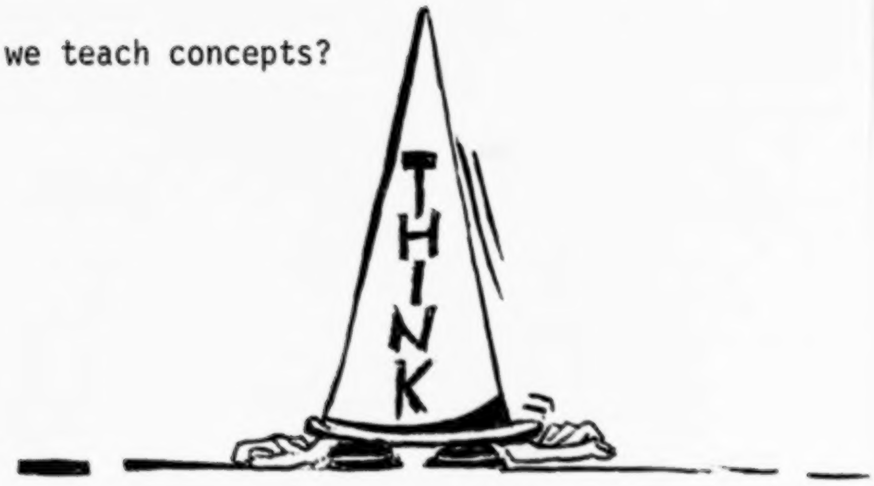
6. Do we teach concepts?

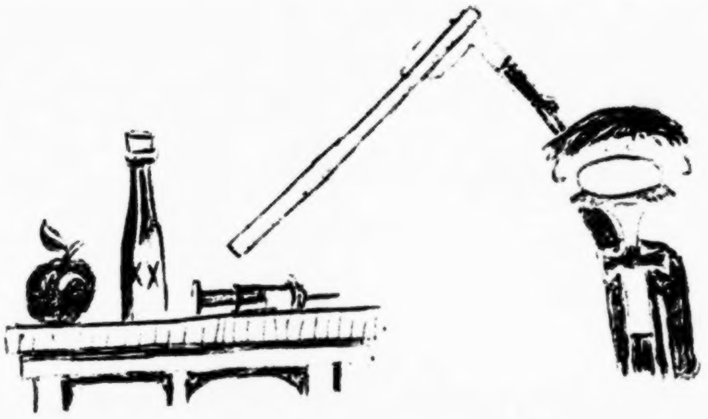


No-- not directly. Concepts are big, interrelated ideas which come from an assimilation of knowledge and attitudes gained in learning experiences. Concepts influence and direct behavior.

8. Does one need to look at the primary, intermediate and junior high sections if one is a high school teacher or vice versa?

Yes, Yes, Yes! Total scope needs to be seen so one builds on what has gone on before. Even though a district has adopted a K-12 sequential health instruction program, it may be necessary for teachers at the upper levels to "pick up" material which students have not received, at least initially.

9. Should units be taught as they appear?



No. All units are interrelated and any organization of concepts can be made. Alcohol can be a separate unit or taught in the mental health unit, with the drug unit or in the disease unit (alcoholism). Nutrition can be a separate unit, taught as part of family health, mentioned in the alcohol unit or included in the disease unit. And so it goes.

10. Should the guid

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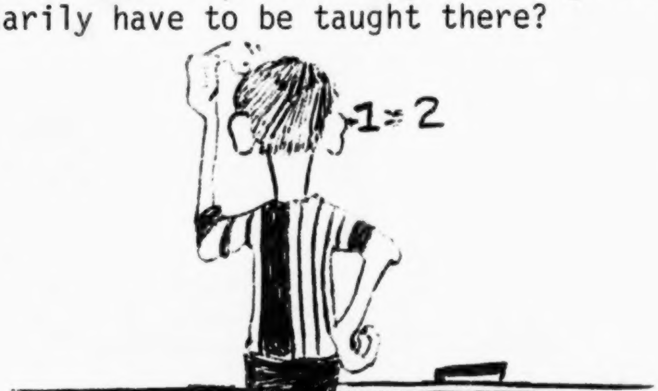
lum groups.

11. You mean, what is placed at junior high doesn't necessarily have to be taught there?



Right. Sometimes a district finds it more advantageous to teach this material at the intermediate or senior high level with modification in approach, of course.

12. There appears t

When repetition
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unit. And so it goes.

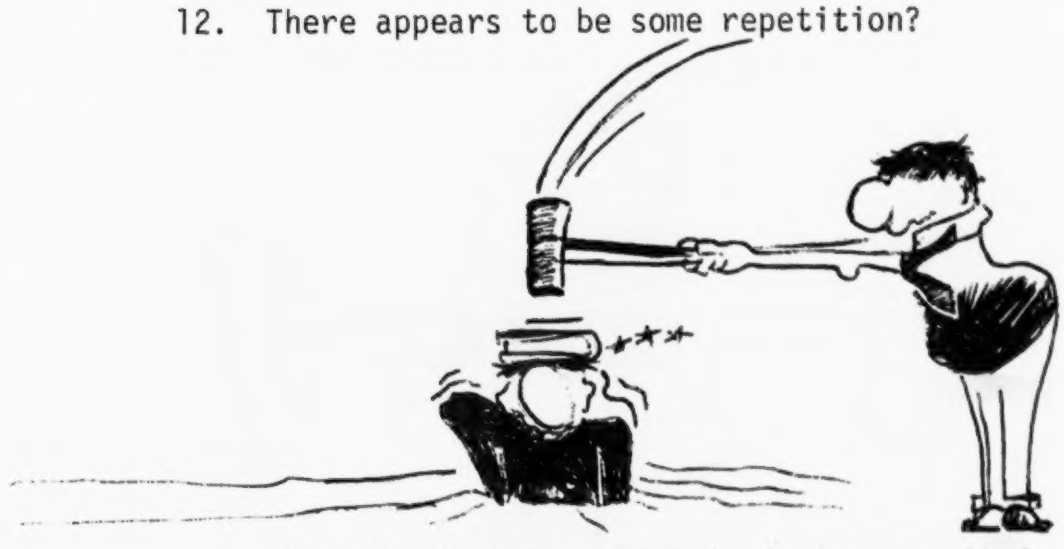
d at junior high doesn't
taught there?

trict finds it more advanta-
terial at the intermediate or
modification in approach, of

10. Should the guide be followed exactly?

It is only a guide. Districts must work out what will be taught at first grade, second grade, etc. In addition, different communities may need more emphasis in some areas than others. More detailed units can then be developed by curriculum groups.

12. There appears to be some repetition?



When repetition appears it is because it is felt students don't always learn at the first exposure. Repetition in the upper grades should be presented with more depth, building on previous learnings.

13. What are all those numbers: 3.1; 2.15; 6.3?

The first number indicates category; 1's are always books; 2's are always federal agencies. The number after the decimal is a specific book, a specific pamphlet, a specific list, etc. (See end of each unit for the complete list of resources for that unit.)

14. Are all tho

No! Districts
review all wri

About Resources:

1. Books: Some out-of-print books are included because schools or public libra
REVIEW ALL BOOKS, however, as no committee review was made.

2. Films: Most film companies have catalogues which give information on rental
cost and content of films. Audio-visual centers of districts may wi
films and purchase those which teachers select for district-wide use

3. Other
Material: Many agencies have catalogues which give information as to cost o
quantities, etc. Materials which are free to educators are expen
should be made of material. When writing an agency or organizati
you intend to use the material; they may have other pertinent inf
particular pamphlet is out of print they may have a substitute.

numbers: 3.1; 2.15; 6.3?

ndicates category; 1's are
are always federal agencies. The
ecimal is a specific book, a specific
fic list, etc. (See end of each unit
ist of resources for that unit.)

14. Are all those references recommended?

No! Districts should preview all films and review all written materials.

f-print books are included because schools or public libraries may already have them.
BOOKS, however, as no committee review was made.

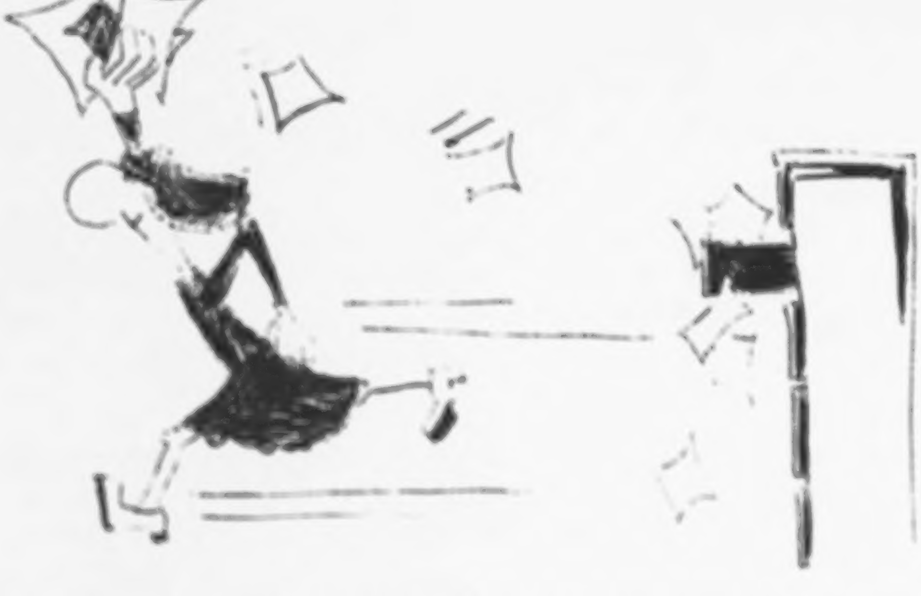
companies have catalogues which give information on rentals, purchase, preview privileges,
ontent of films. Audio-visual centers of districts may wish to preview some of the many
purchase those which teachers select for district-wide use.

encies have catalogues which give information as to cost of materials, if they come in
ies, etc. Materials which are free to educators are expensive to produce so careful use
be made of material. When writing an agency or organization tell them for what purpose
end to use the material; they may have other pertinent information available or if that
lar pamphlet is out of print they may have a substitute.

4. The Resource Code Is:

1.0 Books
2.0 Federal Agencies
3.0 Filmstrips
4.0 Films
5.0 Professional Organizations
6.0 Magazines
7.0 Miscellaneous
8.0 Washington Stat
9.0 Public Affairs
10.0 Science Researc
11.0 Voluntary Agenc
12.0 Miscellaneous--
13.0 Insurance Agenc

15. Help?



Curriculum help and help in planning inservice programs is available from the State Office of Public Instruction.

16. How does a dist
and when?

The what, when
knowledge of wh
guide has taken
health needs an
placement of co

s:

es

rganizations

help in planning inservice
le from the State Office of

8.0 Washington State Agencies

9.0 Public Affairs Pamphlets

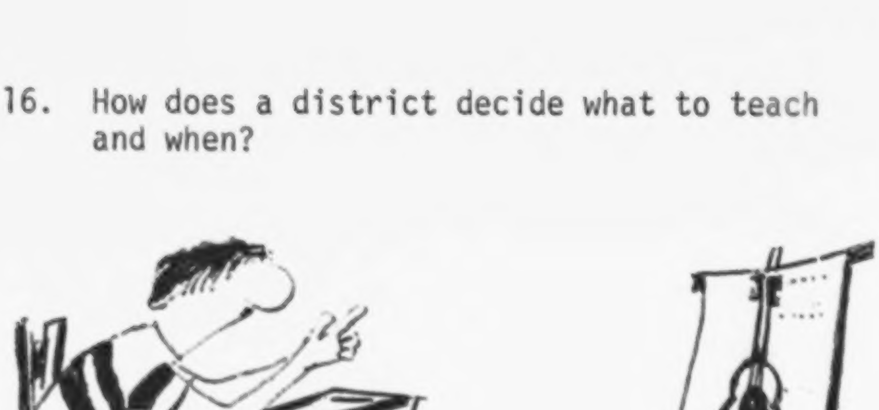
10.0 Science Research Associates Pamphlets

11.0 Voluntary Agencies

12.0 Miscellaneous-- Commercial

13.0 Insurance Agencies

16. How does a district decide what to teach and when?



The what, when and how to teach comes from knowledge of whom we teach. Hopefully this guide has taken into consideration students' health needs and interests in selecting the placement of concepts.

ALCOHOL EDUCATION

Overview

Research tells us the most effective teaching method to influence or change health behavior is student involvement in investigation and decision making. This is especially true in the area of the use of alcohol; a practice which, for various reasons, has become a sophisticated and socially acceptable custom by most of the adult population. Acceptance of drinking has been impressed on young people but unfortunately, the potential problems involved in the use of alcoholic beverages are not as clearly impressed on these same young people, partly because many adults do not have such information themselves.

This unit closely relates to and therefore can be a part of the mental health, drug education or disease unit (alcoholism) or the unit can be presented separately. Wherever it is presented, objectivity is necessary so that students will be influenced by their own investigation and evaluation in making decisions about whether to drink or not.

COMPETENCIES

Competency I: Students understand the interactions of alcohol and the body.

Competency II: Students understand the use of alcohol in our society.

Competency III: Students understand the problems created in our society by the misuse of alcohol and support action to prevent or remedy these problems, individually or as a community member.

COMPETENCY I: Understand the interrelationships of alcohol and the body.

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
The body rids itself of alcohol without digesting it and using it like food.	Make a life size man with the digestive tract dra him. Review the route that food takes. Trace th of alcohol in the body with different markings. (Stomach and duodenal absorption, blood dilutes oxidizes it, skin and kidneys excrete it, lungs it.) Discuss what happens to indicate that oxidation keeping up with consumption. Write on the board the ways alcoholic beverages food and the ways they are not like food. (See Anatomy and Physiology Unit)
Like most things that are taken into the body, alcohol affects the body.	Demonstrate the meaning of depressant and stimul cuss why alcohol is a depressant when it appears stimulant. (Illustrate with cars going downhill with motor running and using gas to power it dow other whose brakes slip and it rolls down withou stimulus.) Discuss alcohol's depressant effects on muscular of the body: slurred speech, muscle tremors, st Discuss alcohol's depressant effects on sense or blurred and double vision, loss of ability to ju tance, impairment of hearing.

Understand the interrelationships of alcohol and the body.

ate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
f of esting e food.	Make a life size man with the digestive tract drawn on him. Review the route that food takes. Trace the path of alcohol in the body with different markings. (Stomach and duodenal absorption, blood dilutes it, liver oxidizes it, skin and kidneys excrete it, lungs exhale it.) Discuss what happens to indicate that oxidation is not keeping up with consumption. Write on the board the ways alcoholic beverages are like food and the ways they are not like food. (See Anatomy and Physiology Unit)	1.1 1.2 1.3 5.1 7.2 7.5 7.24
at are , alcohol	Demonstrate the meaning of depressant and stimulant. Discuss why alcohol is a depressant when it appears to be a stimulant. (Illustrate with cars going downhill: one with motor running and using gas to power it down; the other whose brakes slip and it rolls down without any stimulus.) Discuss alcohol's depressant effects on muscular control of the body: slurred speech, muscle tremors, staggering. Discuss alcohol's depressant effects on sense organs: blurred and double vision, loss of ability to judge distance, impairment of hearing.	1.1 7.1 7.2 7.24 10.1

COMPETENCY II: Understand the use of alcohol in our society.

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Alcohol has been used in many ways throughout the ages.	Investigate through committee activity the product wine in Italy and France in early times. Report t Investigate through interviewing and reading the u alcoholic beverages for special occasions by diffe nationalities. Develop three posters: "Alcohol - A Disinfectant", "Alcohol - A Preservative", "Alcohol - A Drug". A pharmacist and/or a science teacher for help. Secure an alcohol lamp and show that alcohol burns light, heat, and energy. Secure assistance of sci teacher. Ask pharmacist what the difference is between rubb alcohol and the alcohol in beverages. Discuss the of rubbing alcohol. Discuss the use of alcohol as an anesthetic agent early surgery. Discuss the operations students ma had when an anesthetic was administered. (See Disease and Drug Units) List on the chalk board as many beverages as class suggest; decide which are alcoholic and which are

derstand the use of alcohol in our society.

te)	SAMPLE LEARNING EXPERIENCES	RESOURCES
d in the	Investigate through committee activity the production of wine in Italy and France in early times. Report to class.	1.1 1.20
	Investigate through interviewing and reading the use of alcoholic beverages for special occasions by different nationalities.	7.6 10.1 10.2
	Develop three posters: "Alcohol - A Disinfectant", "Alcohol - A Preservative", "Alcohol - A Drug". Ask the pharmacist and/or a science teacher for help.	
	Secure an alcohol lamp and show that alcohol burns for light, heat, and energy. Secure assistance of science teacher.	
	Ask pharmacist what the difference is between rubbing alcohol and the alcohol in beverages. Discuss the uses of rubbing alcohol.	
	Discuss the use of alcohol as an anesthetic agent in early surgery. Discuss the operations students may have had when an anesthetic was administered. (See Disease and Drug Units)	
	List on the chalk board as many beverages as class can suggest; decide which are alcoholic and which are not.	

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
There are various reasons why some people choose to drink alcohol.	Discuss and list the reasons why some people d (Psychological, physical and cultural reasons)
There are various reasons why some people choose not to drink alcohol.	Interview counselors, lawyers, clergymen and b to find out why they think some people do not not drink. Discuss why some people would not want to drink (Psychological, physical, legal, economic, rel reasons; family influence; moral values.) Writ essay on why an airline pilot is not allowed t before he flies a plane.

e)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
sons why drink	Discuss and list the reasons why some people drink. (Psychological, physical and cultural reasons)	1.1 1.5 7.24
sons why t to	Interview counselors, lawyers, clergymen and business men to find out why they think some people do not or should not drink. Discuss why some people would not want to drink. (Psychological, physical, legal, economic, religious reasons; family influence; moral values.) Write a short essay on why an airline pilot is not allowed to drink before he flies a plane.	1.25 7.4 7.24

COMPETENCY III: Understand societal problems resulting from the misuse of alcoh

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
When people misuse alcohol, problems may occur.	Draw a poster showing your interpretation of "alc and gas do not mix" and "you can't stop on a dime Utilize local police department to find problems fronting law enforcement brought about by drinki drivers. Discuss pedestrians, bicycle riders, and other d safety measures in light of what is known about effects of alcohol on the body (i.e., why one ma always be safe in a crosswalk). Invite the nurse to class to discuss differences social drinkers and an alcoholic. Ask her to te the community may be trying to help these people clinics and hospital facilities for alcoholics a needed.

derstand societal problems resulting from the misuse of alcohol.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
cohol.	Draw a poster showing your interpretation of "alcohol and gas do not mix" and "you can't stop on a dime". Utilize local police department to find problems confronting law enforcement brought about by drinking drivers. Discuss pedestrians, bicycle riders, and other drivers' safety measures in light of what is known about the effects of alcohol on the body (i.e., why one may not always be safe in a crosswalk). Invite the nurse to class to discuss differences between social drinkers and an alcoholic. Ask her to tell how the community may be trying to help these people and why clinics and hospital facilities for alcoholics are needed.	1.1 1.2 1.24 4.11 4.17 7.3 10.1 11.1

ALCOHOL EDUCATION RESOURCES

(Preview all films; Review all mater

The resource list is for both the elementary and secondary levels. V
reading level of elementary students, therefore, the resources are fo
can modify the information to relate to the level of understanding of
is of elementary student reading or comprehension level, an * is plac

1.0 BOOKS

1.1 McCarthy, Raymond G. (Ed.). ALCOHOL EDUCATION FOR CLASSROOM
1.2 Spalding, William B. and Montague, John R. ALCOHOL AND HUMAN
1.3 Otto, James H. and others. MODERN HEALTH. Holt, 1963
1.4 McCarthy, Raymond C. DRINKING AND INTOXICATION - SELECTED RE
CONTROLS. Yale Center of Alcohol Studies, 1963
1.5 Pittman, David J., and Snyder, Charles R. SOCIETY, CULTURE,
1.6 Rice, Thurman and Harger, Rolla N. EFFECTS OF ALCOHOLIC DRIN
NARCOTICS. Harper, 1952
1.7 Bernard, Harold. TOWARD BETTER PERSONAL ADJUSTMENT. McGraw-
1.8 Snyder, Charles R. ALCOHOL AND THE JEWS: A CULTURAL STUDY OF
1.9 Sorenson, Herbert, and Malm, Marguerite. PSYCHOLOGY FOR LIVI
1.10 Engle, T. L. PSYCHOLOGY. World Book Company, 1957
1.11 Thompson, George N. (Ed.). ALCOHOLISM. Charles C. Thomas, 1
1.12 Coleman, James. ABNORMAL PSYCHOLOGY AND MODERN LIFE. Scott-
1.13 Mann, Marty. NEW PRIMER ON ALCOHOLISM. Holt, 1958
1.14 Eisenstein, Victor W. NEUROTIC INTERACTION IN MARRIAGE. Bas
1.15 Hume, Ruth Fox and Lyon, Peter. ALCOHOLISM, ITS SCOPE, CAUSE
1.16 Chafetz, Morris E. and Demone, Harold W., Jr. ALCOHOLISM AN
1.17 Jellinek, E. M. THE DISEASE CONCEPT OF ALCOHOLISM. Hillhous
1.18 Chafetz, Morris E. LIQUOR, THE SERVANT OF MAN. Little, 1965
1.19 ALCOHOLICS ANONYMOUS. A. A. Publishing, 1952
1.20 Anderson, Dwight and Cooper, Page. THE OTHER SIDE OF THE BOT
1.21 American Automobile Association. SPORTSMANLIKE DRIVING. McG
1.22 McCarthy, Raymond G. and Douglas, Edgar M. ALCOHOL AND SOCI
1.23 Straus, Robert and Bacon, Selden D. DRINKING IN COLLEGE. Ya
1.24 Hirsh, Clemens and Hirsh, Selma G. ALCOHOL EDUCATION. Schum
1.25 Cain, Arthur. YOUNG PEOPLE AND DRINKING. Day, 1963

ALCOHOL EDUCATION RESOURCES

(Preview all films; Review all materials)

both the elementary and secondary levels. Very little is available on the
ry students, therefore, the resources are for the elementary teacher and he
n to relate to the level of understanding of his students. Where a resource
reading or comprehension level, an * is placed before the reference.

G. (Ed.). ALCOHOL EDUCATION FOR CLASSROOM AND COMMUNITY. McGraw-Hill, 1964
B. and Montague, John R. ALCOHOL AND HUMAN AFFAIRS. World Book, 1949
d others. MODERN HEALTH. Holt, 1963
C. DRINKING AND INTOXICATION - SELECTED READINGS IN SOCIAL ATTITUDES AND
enter of Alcohol Studies, 1963
, and Snyder, Charles R. SOCIETY, CULTURE, AND DRINKING PATTERNS. Wiley, 1962
Harger, Rolla N. EFFECTS OF ALCOHOLIC DRINKS, TOBACCO, SEDATIVES, AND
er, 1962
TOWARD BETTER PERSONAL ADJUSTMENT. McGraw-Hill, 1957
. ALCOHOL AND THE JEWS: A CULTURAL STUDY OF DRINKING AND SOBRIETY. Free Press, 1958
, and Malm, Marguerite. PSYCHOLOGY FOR LIVING. McGraw-Hill, 1957
CHOLOGY. World Book Company, 1957
N. (Ed.). ALCOHOLISM. Charles C. Thomas, 1956
ABNORMAL PSYCHOLOGY AND MODERN LIFE. Scott-Foresman, 1964
PRIMER ON ALCOHOLISM. Holt, 1958
r W. NEUROTIC INTERACTION IN MARRIAGE. Basic Books, 1956
d Lyon, Peter. ALCOHOLISM, ITS SCOPE, CAUSE AND TREATMENT. Random House, 1955
. and Demone, Harold W., Jr. ALCOHOLISM AND SOCIETY. Oxford University Press, 1962
THE DISEASE CONCEPT OF ALCOHOLISM. Hillhouse, 1960
. LIQUOR, THE SERVANT OF MAN. Little, 1965
MOUS. A. A. Publishing, 1952
and Cooper, Page. THE OTHER SIDE OF THE BOTTLE. A. A. Wyn., 1950
ile Association. SPORTSMANLIKE DRIVING. McGraw-Hill
G. and Douglas, Edgar M. ALCOHOL AND SOCIAL RESPONSIBILITY. Crowell, 1949
d Bacon, Selden D. DRINKING IN COLLEGE. Yale University Press, 1953
d Hirsh, Selma G. ALCOHOL EDUCATION. Schuman, 1952
OUNG PEOPLE AND DRINKING. Day, 1963

7

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, U. S. DEPARTMENT OF HEAL WASHINGTON, D. C. 20201

2.2 Alcoholism

3.0 FILMSTRIPS

3.1 Alcohol and Your Health, SVE

4.0 FILMS

4.1 What About Drinking, WSH
4.2 What About Alcoholism, WSH
4.3 David--Profile of a Problem Drinker, WSH
4.4 Problem Drinkers, McG
4.5 None for the Road, WSH
4.6 Should You Drink, McG
4.7 Alcohol and the Human Body, WSH
4.8 Alcohol and You, WSH
4.9 Alcoholism, WSH
4.10 Profile of an Alcoholic, WSH
4.11 To Your Health, WSH
4.12 For Those Who Drink, WSH
4.13 In Time of Trouble, WSH
4.14 Out of Orbit, WSH
4.15 Kid Brother, WSH
4.16 Verdict at 1:32, Assoc
4.17 The Owl and Mr. Jones, WSH
4.20 New Road Ahead, WSH
4.21 The Bottle and the Throttle, Davis

5.0 AMERICAN MEDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH, 535 NORTH ILLINOIS 60610

5.1 Test Your Alcohol Quotient
5.2 How Teens Set the Stage for Alcoholism
5.3 To Your Health

UIRIES BRANCH, PUBLIC HEALTH SERVICE, U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
, D. C. 20201

d Your Health, SVE

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and the Throttle, Davis

EDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH, 535 NORTH DEARBORN STREET, CHICAGO,
60610

Alcohol Quotient
Set the Stage for Alcoholism
alth

6.0 QUARTERLY JOURNAL OF STUDIES ON ALCOHOL, NEW HAVEN, CONNECTICUT

6.1 March, 1965 (pp. 63-67)

NEW YORKER MAGAZINE

6.2 Roueche, Berton. "Annals of Medicine". January 9, 1960
6.3 Roueche, Berton. "Annals of Medicine". January 16, 1960

ANNALS - AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 3937 CHESTNUT STRE PENNSYLVANIA

6.5 Alcoholism and the Family

TODAY'S HEALTH

6.4 Block, Marvin, A., M. D. "Teen-age Drinking: Whose Responsibility". May, 19
6.6 Earle, Howard. "They're Helping the Alcoholic Worker". December, 1960
6.7 Gibson, John E. "Science Looks at Liquor". February, 1963
6.8 Hein, Fred V. "How Teens Set the Stage for Alcoholism". June, 1962
6.9 McAuliffe, William J., Jr. "Drunken Drivers are Getting Away with Murder".

JOURNAL OF PUBLIC HEALTH

6.10 Waller, Julian A. "Use and Misuse of Alcoholic Beverages as a Factor in Mot July, 1966

7.0 ASSOCIATION FOR ADVANCEMENT OF INSTRUCTION ABOUT ALCOHOL AND NARCOTICS, C/O 212 SOUTH GRAND AVENUE, LANSING, MICHIGAN 48914

7.25 Alcohol and the Adolescent (Reprint)

RUTGERS UNIVERSITY CENTER OF ALCOHOL STUDIES, NEW BRUNSWICK, NEW JERSEY 089

7.1 How Alcohol Affects the Body
7.2 A Discussion Guide for Questions About Alcohol, No. 1 - The Physiological Ef
7.3 A Discussion Guide for Questions About Alcohol, No. 2 - Community Opinions a
7.4 A Discussion Guide for Questions About Alcohol, No. 3 - Individual Attitudes

JOURNAL OF STUDIES ON ALCOHOL, NEW HAVEN, CONNECTICUT

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V. "How Teens Set the Stage for Alcoholism". June, 1962
William J., Jr. "Drunken Drivers are Getting Away with Murder". June, 1961

PUBLIC HEALTH

lian A. "Use and Misuse of Alcoholic Beverages as a Factor in Motor Vehicle Accidents".

N FOR ADVANCEMENT OF INSTRUCTION ABOUT ALCOHOL AND NARCOTICS, C/O RALPH DANIEL,
GRAND AVENUE, LANSING, MICHIGAN 48914

d the Adolescent (Reprint)

IVERSITY CENTER OF ALCOHOL STUDIES, NEW BRUNSWICK, NEW JERSEY 08903

l Affects the Body
on Guide for Questions About Alcohol, No. 1 - The Physiological Effects of Alcohol
on Guide for Questions About Alcohol, No. 2 - Community Opinions on Alcohol Problems
on Guide for Questions About Alcohol, No. 3 - Individual Attitudes Toward Alcohol

7.5 What the Body Does with Alcohol
7.6 What People do About Alcohol Problems

NATIONAL COUNCIL ON ALCOHOLISM, PUBLICATIONS DIVISION, 2 EAST 103RD STR

7.9 Thirteen Steps to Alcoholism
7.10 Do's and Don't's
7.11 Alcoholism is a Disease
7.12 Alcoholism: An Employee Health Problem

AFL-CIO, 2800 1ST AVENUE, SEATTLE, WASHINGTON

7.13 What Every Worker Should Know About Alcoholism

NORTH DAKOTA COMMISSION ON ALCOHOLISM, STATE CAPITOL, BISMARCK, NORTH D

7.24 Alcohol in Our Society

SHADEL HOSPITAL, 12001 AMBAUM BOULEVARD, S. W., SEATTLE, WASHINGTON

7.14 The Nature and Significance of Brain Damage from Alcoholism
7.15 "Hidden" Alcoholics
7.16 The Road to Alcoholism
7.17 Our Social Alcoholics (reprint)
7.18 Alcoholism, Diagnosis and Treatment

ALCOHOL PROBLEMS ASSOCIATION, ARCADE BUILDING, SEATTLE, WASHINGTON

7.19 Why Wait Until Five Minutes to Twelve
7.23 Services of Seattle Committee on Alcoholism
7.8 The City America Could Build

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e do About Alcohol Problems

OUNCIL ON ALCOHOLISM, PUBLICATIONS DIVISION, 2 EAST 103RD STREET, NEW YORK 29, NEW YORK

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: An Employee Health Problem

800 1ST AVENUE, SEATTLE, WASHINGTON

Worker Should Know About Alcoholism

TA COMMISSION ON ALCOHOLISM, STATE CAPITOL, BISMARCK, NORTH DAKOTA

Our Society

PITAL, 12001 AMBAUM BOULEVARD, S. W., SEATTLE, WASHINGTON

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ntil Five Minutes to Twelve
f Seattle Committee on Alcoholism
merica Could Build

SEATTLE-KING COUNTY HEALTH DEPARTMENT, ALCOHOLISM SECTION, PUBLIC S WASHINGTON

7.21 You Can Avoid Alcoholism
7.22 Thirteen Steps to Alcoholism

WORLD HEALTH ORGANIZATION, COLUMBIA UNIVERSITY PRESS, INTERNATIONAL 2960 BROADWAY, NEW YORK, NEW YORK 10027

7.25 World Health (Special Issue on Alcohol)

8.0 WASHINGTON STATE DEPARTMENT OF HEALTH, ALCOHOL SECTION, PUBLIC HEAL WASHINGTON 98501

8.1 Vandre, Vincent. "Alcohol, The Common Responsibility". *Focus*
8.2 Hughes, Nick. "Are Highway Killers Always Good Guys". *Focus*
8.3 Linsky, Arnold S. and Kurle, Milo D. "Community Attitudes and Know
8.4 "Love and Marriage and Alcoholism"
8.5 Biennium Report: Alcoholism Section
8.6 Focus on Alcoholism (Bi-monthly publication)
8.7 List of Agencies and Groups Helping Resolve Problem of Alcoholism
8.8 Facts About TB and Alcoholism: The Dual Illness
8.9 Alcoholism Fact Sheets
8.10 Phases in Alcoholic Addiction in Males
8.11 Teen-Age Drinking (*Focus* reprint)
8.12 Is Alcoholism Grounds for Divorce (*Focus* reprint)

WASHINGTON STATE LIQUOR CONTROL BOARD, GENERAL ADMINISTRATION BUIL

8.13 Liquor Control Laws and Regulations
8.14 Annual Report

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YOR

9.1 Alcoholism: A Sickness That Can Be Beaten

COUNTY HEALTH DEPARTMENT, ALCOHOLISM SECTION, PUBLIC SAFETY BUILDING, SEATTLE,

d Alcoholism
ps to Alcoholism

ORGANIZATION, COLUMBIA UNIVERSITY PRESS, INTERNATIONAL DOCUMENTS SERVICE,
Y, NEW YORK, NEW YORK 10027

(Special Issue on Alcohol)

TATE DEPARTMENT OF HEALTH, ALCOHOL SECTION, PUBLIC HEALTH BUILDING, OLYMPIA,
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. "Are Highway Killers Always Good Guys". *Focus*
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n Grounds for Divorce (*Focus* reprint)

TATE LIQUOR CONTROL BOARD, GENERAL ADMINISTRATION BUILDING, OLYMPIA, WASHINGTON 98501

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RS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

A Sickness That Can Be Beaten

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10.0 SCIENCE RESEARCH ASSOCIATES, 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60611

10.1 Facts About Alcohol
10.2 What You Should Know About Smoking and Drinking

11.0 NATIONAL SAFETY COUNCIL, 425 NORTH MICHIGAN AVENUE, CHICAGO, ILLINOIS 60611

11.1 Accident Facts (current year)

12.0 LICENSED BEVERAGE INDUSTRIES, INC., 155 EAST 44TH STREET, NEW YORK, NEW YORK 10017

12.1 What is LBI?
12.2 What We Believe About Abstinence, Drinking, Drunkeness, and Alcoholism
12.3 Some Random Thoughts on Alcohol Education (reprint from Journal of School Health)
12.4 About Alcohol and Narcotics (reprint from Association for the Advancement of Instruction About Alcohol and Narcotics)
12.5 The Physiology of Alcohol (reprint from Journal of A.M.A.)

13.0 KEMPER INSURANCE, 4750 SHERIDAN ROAD, CHICAGO 40, ILLINOIS

13.1 What to do About the Employee With a Drinking Problem

ANATOMY AND PHYSIOLO

Overview

The mystery and excitement of the human body is a fascinating
excitement is lost when students are asked to memorize the names of bone
of a rib replacing itself after surgery, the principle of the walking ca
etc. It is lost when students are asked to label the structure of the s
skin tans, the value of suntan lotions, the problems of skin transplanta
offering plastic surgery.

This unit can be presented by drawing on other areas for relat
incorporated into the areas of other units. Examples of possible correl
and mental health (how we learn, emotions), the circulatory system and h
system and stress.

Health topics usually found in a personal health unit have bee
relaxation, fatigue, sleep, exercise, and grooming are part of body func
The magazine TODAY'S HEALTH has indices in its December issues for help
to such topics as acne, hair, cosmetics, sleep, etc.

Concepts started at the primary level continue through to the
each successive level, there is need for increasing complexity, depth a

ANATOMY AND PHYSIOLOGY

Overview

nd excitement of the human body is a fascinating study for any age group. This
students are asked to memorize the names of bones rather than to discuss the wonder
lf after surgery, the principle of the walking cast, the new bone glue for breaks,
tudents are asked to label the structure of the skin instead of considering how
suntan lotions, the problems of skin transplantation or the dangers of quacks
y.
be presented by drawing on other areas for related topics or this material can be
reas of other units. Examples of possible correlations are: the nervous system
we learn, emotions), the circulatory system and heart diseases, the endocrine

s usually found in a personal health unit have been placed in this unit. Rest,
leep, exercise, and grooming are part of body function, negatively or positively.
EALTH has indices in its December issues for help on current articles relating
, hair, cosmetics, sleep, etc.
rted at the primary level continue through to the senior high level. However, at
there is need for increasing complexity, depth and interrelationships.

COMPETENCIES

Competency I: Students understand and appreciate basic structure, function patterns of all living tissue.

Competency II: Students understand and appreciate the organization of and i the body systems.

Competency III: Students continually evaluate available data to understand p of the bodies and appreciate the range of individual differen

Competency IV: Students select health behaviors which reflect their understa the human body.

COMPETENCIES

Students understand and appreciate basic structure, function and developmental patterns of all living tissue.

Students understand and appreciate the organization of and interrelationship am

the body systems.

Students continually evaluate available data to understand potentials and limit

of the bodies and appreciate the range of individual differences.

Students select health behaviors which reflect their understanding and apprecia

the human body.

COMPETENCY I: Understand and appreciate the basic structure, function of all living tissue.

ONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES
e cell is the basic ructural unit of life.	Observe the incubation period and hatching chickens' eggs. Observe the growth and development of tadp (See Family Health Unit)
ll parts of the body are ade up of cells.	Display various pictures of the body showi muscles, and bones and discuss differences of cells to make these parts of the body.
e skin is a protective overing.	Compare the protective covering of differe organisms. (i.e. frogs, rabbits, chickens humans, plants) Compare seed coverings from different plan seeds (such as beans) in water to find out happens to the protective covering. Discu aids growth.
e heart is a pump.	Compare the heart to a pump. Clasp the hands and squeeze water to illus actions of the heart.

nd and appreciate the basic structure, function, and developmental patterns
iving tissue.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Observe the incubation period and hatching of ducks or chickens' eggs. Observe the growth and development of tadpoles. (See Family Health Unit) Display various pictures of the body showing skin, muscles, and bones and discuss differences in shapes of cells to make these parts of the body. Compare the protective covering of different living organisms. (i.e. frogs, rabbits, chickens, snakes, humans, plants) Compare seed coverings from different plants. Soak seeds (such as beans) in water to find out what happens to the protective covering. Discuss how this aids growth. Compare the heart to a pump. Clasp the hands and squeeze water to illustrate the actions of the heart.	1.1 1.2 1.3 1.4 1.14 1.23 1.24 1.35

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Muscles enable the skeleton to move.	Feel the muscles in your upper arm when you lift or put down a heavy object. Feel the muscles of your legs when you stoop down or stand up.	

COMPETENCY II: Understand and appreciate the functions of the systems of the body.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
All the different cells, tissues, organs and systems work together to make us a human being.	List and explain (in simple language) all the body systems. Make a bulletin board display using the analogy that the brain is similar to a telephone system receiving and sending messages.	1.6 1.7 1.14 1.24 1.40 1.43 1.45 1.48
Form and movement help or hinder how we look, feel and perform.	Discuss how we are continually training our muscles to learn new skills (i.e. writing, swimming, throwing and catching a ball). Look at a rag doll and discuss how the doll shows us the important things that our bones do for us. (Provide opportunities for individual movement exploration to develop an awareness of the limitations and the potentials of the human body.) Listen to each other's heartbeat with a stethoscope. Do this before and after exercising.	3.16 4.1 4.37 4.39 4.40

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
The body has special abilities called senses.	Draw pictures illustrating how we use our senses (listening to music, smelling a flower, tasting something sour, looking at a picture, touching a cat's fur, etc.) Discuss and observe books with Braille. Ask nurse to talk about structure, function and care of the ears and eyes when screening tests are given. Examine plastic models of ears and eyes. Draw pictures about some of the points of care that the nurse mentioned.	4.5

COMPETENCY III: Evaluate continually available data to help unders
of the body and appreciate the range of individual

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*
A wide range of individual differences in size and shape is normal in growth patterns.	Keep records or charts of individual (i.e. height, weight) Collect magazine pictures illustratin ferences. (See Nutrition and Mental Health Un
Development of our potentials is within the limits of design and age.	Discuss limitations and potentials. but cannot fly.) Draw pictures of the things hands can (See Mental Health Units)

te continually available data to help understand the potentials and limitations body and appreciate the range of individual differences.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
al h	Keep records or charts of individual growth patterns. (i.e. height, weight)	1.7 1.8 3.11 4.2 4.29 5.3
	Collect magazine pictures illustrating individual differences.	
	(See Nutrition and Mental Health Units)	
- ts	Discuss limitations and potentials. (i.e., We can run but cannot fly.)	
	Draw pictures of the things hands can do.	
	(See Mental Health Units)	

COMPETENCY IV: Select health behaviors which reflect understanding and appreciation of the human body.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Exercise is fun and develops skills.	Make a bulletin board display depicting indoor and outdoor activities. (use children's original drawings) Prepare exercise charts with stated goals.	1.5 1.6 1.7 1.9 1.10 1.41 1.33 1.36 3.1 3.2 3.12 3.14 3.15 4.2 4.3 4.6 4.8 4.9 4.10 4.12 4.14 4.15 4.19 4.38 4.39 4.40 7.1 7.6 7.8 7.9 11.2 11.3 11.4
Rest and relaxation help the body to recover from fatigue and to grow.	Learn and practice relaxation exercises in the classroom. Discuss why we need recess, exercise and resting periods, etc. (See Nutrition Unit)	
Good posture helps prevent fatigue, enables the body to work better and makes us more attractive.	Use charts, pictures and stories to develop bulletin boards stressing good posture. Demonstrate how posture tells others how we feel.	
Cleanliness is a factor in how we feel and how other people feel about us.	Oil one piece of paper; sprinkle dust or dirt on it; sprinkle dust or dirt on non-oiled paper. Relate to oil glands and the need for cleansing skin.	
Body injuries from some hazards can be prevented.	Discuss how accidents and infections can be avoided. (See Safety Education and Disease Units)	

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Care of the body adds to effective living.	Compare the body to an automobile illustrating care which must be given to each in order to keep them in good running condition. (Make a bulletin board display illustrating this. Humanize picture of car for interest.) Draw posters: how to take care of eyes, ears, nose (blowing properly, not rubbing eyes with dirty hands, etc.) Appropriately dress paper dolls, figures or puppets for different types of weather. (See Nutrition and Disease Units)	

COMPETENCY I: Understand and appreciate the basic structure, function, and dev
of all living tissue.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
The cell is the basic unit of structure in all living things.	Use microscope and/or microviewers and slides to o cells. Draw and label parts of a typical cell. (See Heredity Unit)
Cells may differ in order to perform different functions.	Draw several different kinds of cells: blood, musc nerve, etc. Discuss how they are suited to the jo perform and write a brief summary for each drawin
Tissues combine into organs.	Observe different organs: beef heart, kidney, li sweetbreads. (obtain from butcher shop) Observe and handle models of the organs in the to Compare size and shape. Note location.
Various organs and tissues work together to form body systems.	Observe the "Visible Man" and "Visable Woman". Utilize pictures, wall charts, overlaying transpa to become familiar with the basic systems. Form committee groups to study, diagram and repor class on different body systems. (circulatory, n digestive, etc.) (See Disease and Family Health Units.)

stand and appreciate the basic structure, function, and developmental pattern
l living tissue.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
nit ing	Use microscope and/or microviewers and slides to observe cells. Draw and label parts of a typical cell. (See Heredity Unit)	1.1 1.8 1.11 1.12 1.14 1.49 4.17 4.26 7.2 7.3 7.4 7.5
er	Draw several different kinds of cells: blood, muscle, nerve, etc. Discuss how they are suited to the job they perform and write a brief summary for each drawing.	
gans.	Observe different organs: beef heart, kidney, liver, sweetbreads. (obtain from butcher shop) Observe and handle models of the organs in the torso. Compare size and shape. Note location.	
ues ody	Observe the "Visible Man" and "Visable Woman". Utilize pictures, wall charts, overlaying transparencies to become familiar with the basic systems. Form committee groups to study, diagram and report to class on different body systems. (circulatory, nervous, digestive, etc.) (See Disease and Family Health Units.)	

COMPETENCY II: Understand and appreciate the organization of and interrelationship among the body systems.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
The skeletal system serves several purposes.	Examine a chart, model skeleton or bones from butcher. Note different sizes and shapes of some of the main bones. (skull, ribs, spinal column) Note how bones fit together. Compare hinge and ball and socket joints. Have pupils move various joints of their bodies to discover which are hinge and which are ball and socket. Observe and compare the bones of a human skeleton and animal. Compare development with use. Put a small uncooked bone in vinegar. Note how easily it can be twisted after the calcium and other minerals have been dissolved.	1.1 1.3 1.8 1.11 1.12 1.14 1.15 1.16 1.17 1.19 1.24 7.3 7.4 3.3 3.17
Two basic types of muscles perform a variety of body activities.	Have pupils hold a book in one hand and bend an elbow. Feel the movement of the muscles (biceps) as the arm is flexed. Clench the fist and note muscle movement in the forearm. Discuss and become aware that muscles work in pairs. Construct a drawing of a pair of muscles. Have students participate in exploration movement activities during several physical education sessions. List organs of the body which are made up of involuntary muscles. Discuss the "Yoga" claim of "controlling" involuntary muscles.	1.5 1.7 1.9 3.3 4.18

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
The skin performs several important functions.	Observe slides of skin cells. Develop a bulletin board showing parts of the ski Indicate function of each part by appropriate pict with yarn connect part to picture. Report on how skin tans, what makes freckles, wha or moles are, etc. Compare protecting covering of humans with animal insects, etc.
The digestive system changes the food into a usable form for the body cells.	Label a diagram of the basic parts of the digesti system. Describe how a hamburger becomes you aft goes through this system. Place a BB shot in a plastic straw and move it al squeezing the straw. Relate this to the peristal action of muscles in the digestive tract. (See Nutrition Unit)
The respiratory system brings oxygen to the body and removes CO_2 from the body.	Label chart of the respiratory system and summari tions of various parts. Use this information in ing the do's and don't's of chest and mouth to mou resuscitation. Practice mouth to mouth resuscita on plastic model, "resusi-annie".

)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
veral	Observe slides of skin cells. Develop a bulletin board showing parts of the skin. Indicate function of each part by appropriate picture; with yarn connect part to picture. Report on how skin tans, what makes freckles, what warts or moles are, etc. Compare protecting covering of humans with animals, insects, etc.	3.17
o a body	Label a diagram of the basic parts of the digestive system. Describe how a hamburger becomes you after it goes through this system. Place a BB shot in a plastic straw and move it along by squeezing the straw. Relate this to the peristaltic action of muscles in the digestive tract. (See Nutrition Unit)	1.14 3.4
em body the	Label chart of the respiratory system and summarize functions of various parts. Use this information in explaining the do's and don't's of chest and mouth to mouth resuscitation. Practice mouth to mouth resuscitation on plastic model, "resusi-annie".	1.14 3.5 11.6

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
	Make a model of the lungs using a bell j stopper, balloons and a piece of rubber. Breathe deeply and note what happens to expands while diaphragm lowers during in contracts and diaphragm raises during exh (See Respiratory Disease Unit)
The excretory system takes care of the elimination of waste liquids, solids and gases.	Discuss the interdependence of the excre other systems. Trace oxygen, a solid food, and milk thr used or eliminated.
The circulatory system transports supplies (food and oxygen) and waste products throughout the body.	Examine model of the heart. Label diagram of (1) heart and (2) blood Feel pulse and count beats doing specifi construct bar graphs to compare differen ferent activities. (See Heart Disease Unit)

te)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Make a model of the lungs using a bell jar, "Y" tube and stopper, balloons and a piece of rubber. Breathe deeply and note what happens to your body: (chest expands while diaphragm lowers during inhalation. Chest contracts and diaphragm raises during exhalation.) (See Respiratory Disease Unit)	
m takes tion of ds and	Discuss the interdependence of the excretory system to other systems. Trace oxygen, a solid food, and milk through the body until used or eliminated.	1.20 1.21 1.22 1.46 4.21 11.1
tem trans- d and roducts .	Examine model of the heart. Label diagram of (1) heart and (2) blood vessels. Feel pulse and count beats doing specific activities; then construct bar graphs to compare different rates with different activities. (See Heart Disease Unit)	

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
The nervous system is a control center which receives, interprets and transmits messages.	Make posters showing rules of eye and ear car Prick finger and then prick skin on back with a compass. (Since there are fewer nerve endi only 1 prick can be felt.) Do taste experiments: Use foods of similar c such as apples and potatoes. Blindfold perso him taste various foods while holding nose. relationship between sense of smell and taste ice cube before tasting something bitter. (y taste it) Pour salt on different parts of th (See Nutrition Unit--likes and dislikes of (See Safety Education Unit--safe practice o ears)
The endocrine system is the chemical regulator of the body.	Label a diagram showing the location of the e glands. Examine sweetbreads from butcher and discuss findings about the relationship of the thymus nity. (See Family Health and Disease Units)

diate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
tem is a con- h receives, transmits	Make posters showing rules of eye and ear care. Prick finger and then prick skin on back with 2 points of a compass. (Since there are fewer nerve endings in back, only 1 prick can be felt.) Do taste experiments: Use foods of similar consistency such as apples and potatoes. Blindfold person and have him taste various foods while holding nose. Note the relationship between sense of smell and taste. Suck on an ice cube before tasting something bitter. (you can't taste it) Pour salt on different parts of the tongue. (See Nutrition Unit--likes and dislikes of food) (See Safety Education Unit--safe practice of eyes and ears)	1.6 1.13 1.14 1.38 1.39 1.44 1.47 3.6 3.7 3.8 3.9 3.10 3.11 4.22 4.24 4.25 4.27
stem is the or of the	Label a diagram showing the location of the endocrine glands. Examine sweetbreads from butcher and discuss the new findings about the relationship of the thymus and immunity. (See Family Health and Disease Units)	

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
The reproductive system provides the cells for producing a new person and a place for the developing embryo to grow until it is complete enough to survive in the outside world.	(See Family Health Unit)

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
m pro- d a ng t is vive	(See Family Health Unit)	

COMPETENCY III: Evaluate continually available data to understand the poten
the body and to appreciate the range of individual differen

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
The function of the various systems can be interferred with by injuries, infections and malnutrition.	Examine x-ray of broken bone. Look through magazines and articles to find a story. Have children rewrite the article as could have been avoided. (See Safety Education Unit) Report on common childhood diseases: causes, treatment, prevention. Present reports in sk (See Disease Unit) Observe pictures of people suffering from mal discuss the steps needed to eliminate the prob (See Nutrition Unit)
Scientific research seeks better ways of helping us stay healthy.	Make a pictorial time line of important discov Give reports on significant health contributio past. Write reports on news articles, present news report," or give "You Are There" skits. (See Disease Unit)

aluate continually available data to understand the potential and limitations of e body and to appreciate the range of individual differences.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
various ferred fections	Examine x-ray of broken bone. Look through magazines and articles to find an accident story. Have children rewrite the article as to how it could have been avoided. (See Safety Education Unit) Report on common childhood diseases: causes, symptoms, treatment, prevention. Present reports in skits or panels. (See Disease Unit) Observe pictures of people suffering from malnutrition and discuss the steps needed to eliminate the problems. (See Nutrition Unit)	1.25 1.26 1.34 3.17 4.7 4.30 4.31 4.32 5.1 5.2
eeks ng us	Make a pictorial time line of important discoveries. Give reports on significant health contributions in the past. Write reports on news articles, present on "T.V. news report," or give "You Are There" skits. (See Disease Unit)	1.27 1.28 1.29 1.30 1.31 1.32 1.37

COMPETENCY IV: Select health behaviors whic ect an understanding and appreciation of the human body.

CONCEPTS (Intermediate)	***SAMPLE LEARNING ENCES***	***RESOURCES***
Exercise for fitness involves activities to develop strength, endurance, flexibility, etc.	Take physical pre-test. Develop a chart with stated goals a ctations.	1.5 7.7 1.7 1.9 2.0
Good posture is the efficient way of using the body.	Set up standar good posture in all basic movements. Each student a self against these standards.	1.33 1.18 7.7
	Make yarn stic e posters or wire sculpture to show good posture.	11.5
Personal cleanliness is an individual responsibility.	Invite resourc e such as school nurse to discuss good health pr .	1.42 3.18
	Write paragrap low I Judge Someone I have Just Met".	
Practicing good health and safety measures helps insure our continued good health.	For upper inte e, have guests, skits, discussions, panels, etc., ss good grooming and good health while maturing	3.13 3.17 4.11 4.16
	Discuss differ s of resting and when each way might be used. p, relaxing, changing activity)	4.33 4.34

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
	Be a "health detective" at home and/or at sc record all the examples of good health pract can find in one day. Interview parents, lunchroom personnel, cust teachers, nurse to ask about health precauti take in their jobs.

iate)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
	Be a "health detective" at home and/or at school and record all the examples of good health practices you can find in one day. Interview parents, lunchroom personnel, custodian, teachers, nurse to ask about health precautions they take in their jobs.	4.35 4.36 7.7

ANATOMY AND PHYSIOLOGY RESOURCES

(Preview all films; Review all materials)

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1.6 Zim, Herbert. OUR SENSES AND HOW THEY WORK. Morrow, 1956
*1.7 PHYSICAL FITNESS TEST MANUAL FOR ELEMENTARY SCHOOLS. State Office
1.8 Lauber, Patricia. YOUR BODY AND HOW IT WORKS. Random House, 1952
*1.9 WASHINGTON STATE PHYSICAL EDUCATION GUIDE, K-6. State Office of Pu
1.10 Whitman Learn About Book. YOUR BODY. Whitman, 1962
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ANATOMY AND PHYSIOLOGY RESOURCES

(Preview all films; Review all materials)

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2.0 PRESIDENT'S COUNCIL ON PHYSICAL FITNESS, WASHINGTON, D. C. (P

3.0 FILMSTRIPS

3.1 Health Stories (Health Habits, Checking Your Health, Keeping
Proper Food), EBF
3.2 Safety Tales (School Safety, Home Safety, Play Safety, Street
Helpers), EBF
3.3 Your Bones and Muscles, EGH
3.4 You and Your Food, EBF
3.5 Your Heart and Lungs, JH
3.6 You and Your Senses, EBF
3.7 You and Your Eyes, EBF
3.8 You and Your Ears, EBF
3.9 Your Sense of Smell and Taste, EBF
3.10 Your Sense of Touch, EBF
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ries (Health Habits, Checking Your Health, Keeping Neat and Clean, Avoiding Infection, Proper Food), EBF
es (School Safety, Home Safety, Play Safety, Street Safety, Vacation Safety, Safety Helpers), EBF
and Muscles, EGH
ur Food, EBF
and Lungs, JH
ur Senses, EBF
ur Eyes, EBF
ur Ears, EBF
of Smell and Taste, EBF
of Touch, EBF
ur Growth, JH

3.12 Primary Way Health Set (Let's Get Ready for School; Let's Stand Tall), SVE
3.13 Safety Tales (I'm No Fool With A Bicycle, I'm No Fool With A Fire, I'm No Fool in Water, I'
No Fool As A Pedestrian, I'm No Fool Having Fun), EBF
3.14 Finding Out How You Grow, SVE
3.15 Adventures in Healthland Series, EGH
3.16 Finding Out About Your Body, SVE
3.17 Finding Out How Your Body is Protected, SVE
3.18 You're On Parade, SVE

4.0 FILMS

4.1 Learning About Our Bodies, Coronet
4.2 Living and Growing, CF
4.3 Soapy, The Germ Fighter, Avis
4.5 Your Ears, EBF
4.6 How Billy Keeps Clean, Coronet
4.7 How To Have An Accident in the Home, WSH
4.8 Kitty Cleans Up, YAF
4.9 Dress for Health, EBF
4.10 Save Those Teeth, EBF
4.11 Sleep For Health, EBF
4.12 Good Eating Habits, Coronet
4.14 Primary Safety: On The School Playground, Coronet
4.15 Primary Safety: In The School Building, Coronet
4.16 Safety On The School Bus, McG
4.17 Systems of the Body, EBF
4.18 Your Body in Motion, EBF
4.19 Tommy The Lion, McG
4.21 Your Body's Transport System, EBF
4.22 Sensing The World Around You, EBF
4.24 Our Senses and What They Do For Us, Coronet
4.25 Learning About Your Nose, EBF
4.26 You, The Living Machine, WSH
4.27 Your Body's Control, EBF
4.29 Exploring Your Growth, CF
4.30 The Magic Touch (immunization), Avis
4.31 Sniffles and Sneezes, McG
4.32 What Is Disease, EBF
4.33 Sleep and Rest, Handy
4.34 Care of the Skin, EBF
4.35 Keeping Clean and Neat, EBF
4.36 Your Health At School, Coronet

4.37 Your Body and It's Parts, EBF
4.38 Your Sleep and Rest, EBF
4.39 Your Eyes, EBF
4.40 Your Ears, EFB

5.0 AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND REC
WASHINGTON, D. C. 20036

*5.1 Suggested School Safety Policies: Accident Prevention in Ph
Recreation. 1964
*5.2 Teaching Safety in the Elementary School
*5.3 Physical Growth Chart for Boys, for Girls. 1960

7.0 JERI PRODUCTIONS, SUITE 209, 1213 NORTH HIGHLAND AVENUE, HOL

7.1 Posture Paul (record album)
7.6 Time to Relax (record album)
7.8 Bugler (record album)
7.9 Wooden Shoes (record album)

ENCYCLOPEDIA BRITANNICA FILMS, 1150 WILMETTE AVENUE, WILMETT

7.2 Study Print of Heart
7.3 Human Anatomy, Biology Transparencies #30020, Unit 1
7.4 Parts of the Body: Study Print Series #5900 (Set of 10)
7.5 How a Cell Lives (transparencies)

WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, RO
WASHINGTON

7.7 Physical Fitness Posters, Posture Charts

11.0 WASHINGTON STATE HEART ASSOCIATION, 3121 ARCADE BUILDING, SEA

11.1 Models and Pamphlets

ınd It's Parts, EBF
and Rest, EBF
EBF
EFB

SSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION, 1201 16th STREET, N. W.,
D. C. 20036

School Safety Policies: Accident Prevention in Physical Education, Athletics and
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ıfety in the Elementary School
rowth Chart for Boys, for Girls. 1960

CTIONS, SUITE 209, 1213 NORTH HIGHLAND AVENUE, HOLLYWOOD, CALIFORNIA 90038

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IA BRITANNICA FILMS, 1150 WILMETTE AVENUE, WILMETTE, ILLINOIS

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ne Body: Study Print Series #5900 (Set of 10)
Lives (transparencies)

STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206 ARIES BUILDING, SEATTLE,

itness Posters, Posture Charts

STATE HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

Pamphlets

WASHINGTON TUBERCULOSIS ASSOCIATION, 230 SECURITIES BUILDING, SEATTLE, WASHINGTON 98101

11.2 Indian Posters
11.3 Animal Posters
11.4 It's Fun To Be Healthy
11.5 Posture Posters
11.6 Respiratory System Chart

COMMUNITY HEALTH UNIT

Overview

This unit is designed to help students realize that as part of any co
affect health conditions. Moreover, they can effect change in those conditions
essary and desirable. It is also designed to show community organization which
promotion of public health.

Environmental is meant to include mental and social as well as physic
exploration of a local community's organization, problems and viewpoints makes
one. Classroom reading and discussion alone make community health too remote f

This unit can easily be interwoven with all other health areas of thi

COMPETENCIES

ts understand the environmental factors which affect health within a
ity.

ts participate in actions which favorably influence community health.

COMPETENCY I: Understand environmental factors which affect health.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Water and air are important.	Develop a bulletin board depicting ways we use water (drinking, bathing, washing clothes and dishes and for such pleasures as swimming and boating). Observe what happens to water in vases and aquariums if it isn't changed regularly. Using a microscope compare it to clean water. Observe overcast conditions not due to weather; discuss the reaction this may have on people (coughing, a taste in your mouth, etc.). Illustrate how odors permeate a room by using an atomizer of perfume or other sprays. Visit a fire department. Discuss with firemen the dangers of a smoke-filled room and what one should do when a fire occurs.	1.11 1.13 1.14 1.15 1.16 1.18 1.19 1.26 2.16 3.18 3.22 4.9 4.10 4.11 4.18 4.19 4.21 4.27
Clean food is important.	Have a lunchroom helper explain why hairnets are worn, why plastic gloves are used and why other health practices are followed in eating places. Prepare posters to place in lunchroom concerning hand washing before handling food.	1.6 1.10 3.14 4.12 4.13 4.20

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
	Observe and compare growth on agar plates of effects of clean hands vs dirty hands. (Emphasize that some bacteria are not harmful.) Visit lunchroom to observe facilities for washing dishes. (Find out whether there are required procedures to follow.) Visit a supermarket with specific things to observe (packaging of food for cleanliness, refrigeration for preservation, sprinkling for freshness). (See Nutrition Unit)	
Clean and comfortable home conditions affect health.	Discuss ways students can help keep schoolroom clean and orderly and how this contributes to its usefulness and safety. Make a bulletin board display depicting various types of houses throughout the world. Bring magazine pictures to show how heat, light, ventilation, colors, furniture, appliances, etc., add to our comfort. (See Family Health and Safety Education Units)	1.3 1.12 1.17 4.14 4.15

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Noise and space affect how people feel and respond.	Observe noise levels by measuring decibels. (Check with telephone company for special instrument such as sound-level meters to do this. Tape recorders might also be used to compare noisy lunchroom to quieter classroom situation.) Make a pictorial display of things which contribute to the noise level of our environment (cars, airplanes, appliances, television, radio, children playing or fighting, etc.). Discuss how you feel in a noisy situation vs a quiet one. (When is noise fun?) Discuss how you feel in a crowded situation vs plenty of space. (When is a crowd desirable?)	4.7
Hazards in the environment can cause discomfort and problems.	Make posters for the whole school illustrating accident prevention. (Post at appropriate places.) Draw pictures depicting disease germs as imps and ways to diminish their effectiveness. Chart accidents that occur in your school. (See Disease and Safety Education Units)	1.8 4.32 1.24 3.1 3.2 3.3 3.4 3.7 3.10 3.11 4.1 4.2 4.8

COMPETENCY II: Participate in actions which influence community health.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Many people keep water and air safe.	Invite a resource person from the water department to describe what must be done before a citizen can get water from his faucet. Visit an industrial plant to see how they try to cooperate to keep air or water clean. Discuss how one determines if water is safe to drink. (soapy water, dirty water, clean water that may be unsafe, etc.)	1.26 4.21
Many people help protect our food.	Have a lunchroom worker explain about lunchroom inspections, who makes them and why. Invite a sanitarian to visit a dairy with your class to find out what is done to keep milk fresh and safe. Observe and discuss handling of merchandise in a neighborhood bakery. (See Nutrition Unit)	3.14 4.22 4.23
Individuals can improve their surroundings.	Experiment, observe and discuss what happens to food if left exposed, how the exposure affects its usefulness and ways it should be stored at home. (Experiment with milk, meat, cheese, bread, etc.)	1.1 1.2 1.4 1.5 1.7

4)

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
	Draw pictures for a bulletin board depicting ways students can best care for their own belongings. (lunches, toothbrushes, water glasses) Develop a play illustrating situations in which personal courtesy may help to improve undesirable conditions (at home or school). Discuss how our feelings affect how we behave. What we can do about the feelings that hurt others. Discuss each child's responsibility for keeping the school grounds neat. (See Family Health, Mental Health and Consumer Health Units)	1.9 3.5 3.6 3.8 3.9 3.12 3.13 3.14 3.21 4.3 4.4 4.5 4.6 4.32

COMPETENCY I: Understand environmental factors which affect health.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Water and air are essential for life.	Divide class into committees. Use as focal point of activity the water cycle in nature. Have each committee work on one of the suggested activities: 1. Diagram and discuss the watercycle (perhaps a bulletin board) 2. Demonstrate to class how various foods absorb water (cook rice, vegetables) 3. Investigate foods used in space travel. (Report to class on dehydrated foods.) 4. Report on how water is used in our everyday lives (industrial, home, individual use). Committee may keep chart on amount of water used. Measure amount of water used in tub for bath, in washer or sink for dishes. (Correlate with volume and fractions in math.) Keep records on approximate amount used daily, weekly, etc. Discuss how water becomes unfit to drink or to use such as for swimming. (Human waste into rivers, ponds, lakes, streams; animals, birds, and industry contributing to pollution.) Take field trip to water purification plant. Discuss what makes water harmful or harmless.	1.20 1.21 1.22 1.23 2.3 2.6 2.7 2.14 2.15 2.19 4.10 4.18 4.25

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
	Experiment: Put a container of vaseline outdoors where it will be undisturbed. Examine it after 24 hours. What changes do you note? Discuss sources of pollution such as furnaces, autos, trash burning and local industry and survey your neighborhood for these sources. Have students ask parents to help them check air filters in furnace.	
Waste disposal is an increasing problem.	Discuss how food is wasted. Check food waste disposal area in lunchroom to see amount of waste and interview lunchroom personnel. Invite local public health resource person to discuss local waste disposal problem. (sewage and garbage) Take field trip to sewage disposal plant; follow with discussion on local water protection, water purification methods, and recycling techniques.	2.11 9.2 12.1
Disease is transmitted in many ways.	Construct bulletin board showing transmitting agents of disease. (insects, food, air, contact)	2.9 3.17 4.24 4.28 4.29 4.34

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCE
	Discuss household pests (use pictures of flies, cock roaches, mice, and rats). Discuss why they are in homes and other places; why insects and rodents are harmful; why one should wash hands after handling insects, etc. (See Disease Unit)	4.35 9.1
Our surroundings, group activities and group organization affect us.	List conditions in one's surroundings which affect an individual's performance at work and play. (i.e., noise, odor, temperature, humidity, people, etc.)	
	Plan a school including all the physical conditions you feel would make the happiest situation (resource 2.12).	
	Plan a ten minute quiet period for "thinking time" (either one room or whole school). Write up your feelings during this time.	1.27 2.12 4.7
	Conduct panel discussion on rules for playground and lunchroom vs free situation.	4.40 4.41
	Write about the learning situation in an unsupervised classroom.	
	Plan a hiking trip; investigate knowledge needed about environmental factors.	

COMPETENCY II: Participate in actions which influence community health.

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCE***
The safety of water and air depends on many people.	Take field trip to water shed and/or water treatment plant. Follow by discussion on laws concerning protection of that area. List unsanitary practices observed in the community and construct posters showing ways children can help keep community cleaner. Discuss how agencies help prevent pollution of lakes and help conserve forests, animals and plant life. Illustrate how recreational facilities are affected by human and industrial contamination and try to find out what agencies help us keep recreational areas safe (local health department, forest service).	2.1 2.2 2.4 2.5 2.8 2.10 4.10 7.1
Many organizations try to improve sanitary conditions.	Visit a food distribution center or public market to find out old and new preservation techniques. Visit a restaurant, a new home under construction, hospital, etc. with a local public health sanitarian to see how sanitation regulations affect these groups. Invite a sanitarian to discuss garbage disposal in the home and community and rodent control.	2.13 3.15 4.19 4.39 4.42 12.1

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCE*
Many organizations help prevent and control disease.	Read and discuss the history of disease prevention. Use pins in world map to show concentration of certain diseases; discuss reasons why those areas have problems and discuss role of World Health Organization. Invite public health personnel or local physician to discuss immunization program of your community. List diseases for which vaccines are available (see school nurse) and chart pupils in class who have been immunized for each. Invite veterinarian to visit class and discuss diseases of animals. (See Disease Unit)	1.25 2.10 3.20 4.34 4.36 4.38 5.1 5.2 5.3 7.2 7.3
There are many ways of changing our surroundings.	Discuss the proper use and maintenance of water fountains and plan ways of promoting same in school. Promote or participate in "clean up our community and/or school" campaign. Write up results. Make individual code of ethics for optimum classroom behavior.	3.16 3.17 4.37 7.1

COMMUNITY HEALTH RESOURCES

(Review all materials; Preview all films)

* Teacher Reference

1.0 BOOKS

1.1 Leaf, Munro. MANNERS CAN BE FUN. Revised Edition, Lippincott, 1958
1.2 Stover, JoAnn. IF EVERYBODY DID. McKay, 1960
1.3 Colmna, Hila. PETER'S BROWNSTONE HOUSE. Morrow, 1963
1.4 Lenski, Lois. PAPA SMALL. Walck, 1951
1.5 McGinley, Phyllis. LUCH MCLOCKETT. Lippincott, 1959
1.6 Frahm, Anne. THE TRUE BOOK OF BACTERIA. Children's Press, 1963
1.7 Josline, Sesyle. WHAT DO YOU SAY DEAR? Scott, 1961
1.8 Leaf, Munro. SAFETY CAN BE FUN. Lippincott, 1961
1.9 Lee, Tina. MANNERS TO GROW ON. Doubleday, 1955
1.10 Lietz, Gerald S. JUNIOR SCIENCE BOOK OF BACTERIA. Garrard, 1964
1.11 Cochrane, Joanna. LET'S GO TO A SANITATION DEPARTMENT. Putnam, 1959
1.12 Krauss, Ruth. THE BIG WORLD AND THE LITTLE HOUSE. Harper, 1949
1.13 Hagaman, Adaline P. WHAT IS WATER. Benefic Press, 1960
1.14 Myer, Jerome S. WATER AT WORK. World, 1963
*1.15 Disarell, Robert. NEW WORLDS THROUGH THE MICROSCOPE. Viking Press, 1960
1.16 Leaf, Munro. HEALTH CAN BE FUN. Lippincott, 1943
1.17 Zion, Gene. HARRY AND THE LADY NEXT DOOR. Harper and Row, 1960
1.18 Branley, Franklyn M. AIR IS ALL AROUND US. Corwell-Collier, 1962
1.19 Piltz, Albert. WHAT IS AIR? Benefic Press, 1960
1.20 Meyer, Jerome S. WATER AT WORK. World, 1963
1.21 Adler, Irving and Adler, Ruth. AIR. Day, 1962
1.22 Wolfe, Louis. WONDERS OF THE ATMOSPHERE. Putnam, 1962
1.23 U.N.E.S.C.O. 700 SCIENCE EXPERIMENTS FOR EVERYONE. Doubleday
1.24 Zion, Gene. DEAR GARBAGE MAN. Harper, 1957
1.25 Epstein, Sam and Epskin, Beryl. FIRST BOOK OF THE WORLD HEALTH ORGANIZATION. Watts, 1964
1.26 Lewis, Alfred. CLEAN THE AIR! FIGHTING SMOKE, SMOG AND SMAZE ACROSS THE COUNTRY. McGraw, 1965
1.27 Johnson, James R. ANYONE CAN BACKPACK IN COMFORT. McKay, 1965

*2.0 UNITED STATES DEPARTMENT OF AGRICULTURE, OFFICE OF INFORMATION, WA

2.1 Water Facts
2.2 Know Your Watersheds
2.3 You and Water
2.4 What Happened to Our Waters
2.5 The Fight To Save America's Waters
2.6 Story of Water Supply

*WASHINGTON STATE DEPARTMENT OF HEALTH, PUBLIC HEALTH BUILDING, OLY

2.7 Safe Water (c/o Environmental Sanitation Division)
2.10 Report to the People (c/o Health Education Division)
2.13 Sanitation Guide for the School Lunch Program (c/o Environmental S

*PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPA AND WELFARE, WASHINGTON, D. C. 20201

2.8 Let's Have Clean Water (kit)
2.11 Environmental Health
2.12 Environmental Engineering for the School
2.14 Water Quality Affects Aquatic Life (poster)
2.15 Fish, Wildlife and Clean Water
2.16 Community Perception of Air Quality

*UNITED STATES ATOMIC ENERGY COMMISSION, DIVISION OF TECHNICAL INFO OAK RIDGE, TENNESSEE 37830

2.9 18 Questions and Answers About Radiation

3.0 FILMSTRIPS

3.1 Safe and Sound Along the Way, SVE
3.2 Street Safety, McG
3.3 The Safety Patrol, McG
3.4 Safe and Sound At School, SVE
3.5 Manners At Home, McG

STATES DEPARTMENT OF AGRICULTURE, OFFICE OF INFORMATION, WASHINGTON, D. C. 20402

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to the People (c/o Health Education Division)
tion Guide for the School Lunch Program (c/o Environmental Sanitation Division)

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Wildlife and Clean Water
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STATES ATOMIC ENERGY COMMISSION, DIVISION OF TECHNICAL INFORMATION, EXTENSION, P. O. BOX 62,
DGE, TENNESSEE 37830

stions and Answers About Radiation

RIPS

nd Sound Along the Way, SVE
Safety, McG
fety Patrol, McG
nd Sound At School, SVE
s At Home, McG

3.6 Manners At School, McG
3.7 Playing Safely, McG
3.8 Working Together, SVE
3.9 Working Together in the Family, SVE
3.10 Home Safety, EBF
3.11 Safe and Sound At Home, SVE
3.12 Consideration of Others, McG
3.13 Getting Along with the Family, SVE
3.14 The How and Why of Keeping Food, EGH
3.15 Chemicals Vital to Our Food Supply, WSH
3.16 Health in Your Town, NF
3.17 Health Heroes, UW
3.18 First Experiments with Air, Handy
3.19 Water Supply, BF
3.20 Health in Our Community, EBF
3.21 Community Workers Series (workers for health), Elkin's
3.22 Conservation for Beginners, SVE

4.0 FILMS

4.1 Primary Safety: In The School Building, Coronet
4.2 Primary Safety: On The School Playground, Coronet
4.3 Our Family Works Together, Coronet
4.4 Taking Care of Things, Coronet
4.5 Ways To Good Habits, Coronet
4.6 Courtesy for Beginners, Coronet
4.7 How Quiet Helps At School, Coronet
4.8 Let's Play Safe, Porta
4.9 Community Keeps Health, FA
4.10 Water We Drink, Coronet
4.11 How Water Helps Us, Coronet
4.12 Judy Learns About Milk, McG
4.13 Your Food, EBF
4.14 Beginning Responsibility--Taking Care of Things, Coronet
4.15 Shelter, EBF
4.18 Nothing But Air, EBF
4.19 Air and What It Does, EBF
4.20 How Billy Keeps Clean, Coronet
4.21 How We Save Water, BF

4.22 Food Store, EBF
4.23 Community Keeps Health, FA
4.24 Flies and Mosquitoes, EBF
4.25 Water Cycle, EBF
4.27 Water and What It Does, EBF
4.28 The Housefly, EBF
4.29 Mosquito and Its Control, WSH
4.32 Running For Sheriff, WSH
4.34 Let's Keep Food Safe to Eat, Coronet
4.35 Cleanliness and Health, Coronet
4.36 Health Heroes: The Battle Against Disease, Coronet
4.37 Your Health At School, Coronet
4.38 Your Health: Disease and Its Control, Coronet
4.39 Your Health In The Community, Coronet
4.40 Courtesy At School, Coronet
4.41 Developing Responsibility, Coronet
4.42 Community Health and You, UW

*5.0 AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

5.1 Men Against Disease
5.2 Pick Your Shots (leaflet)
5.3 Immunization (pamphlet)

*7.0 ACTION, 2 WEST 46th STREET, NEW YORK 36

7.1 You and Your Neighborhood

*BERK AND COMPANY, INC., 22 EAST 60th STREET, NEW YORK 22

7.2 Vaccines--What They Are and How They Can Help You

*WORLD HEALTH ORGANIZATION, COLUMBIA UNIVERSITY PRESS, INTERNATIONAL DOCUMENTS SERVICE 296
BROADWAY, NEW YORK, NEW YORK 10027

7.3 Global Battle Against Disease

*9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

9.1 Effects of Radiation and Fallout
9.2 Quiet Guardians of People's Health

*12.0 PAPER CUP AND CONTAINER INSTITUTE, INC., 250 PARK AVENUE, NEW YORK 17

12.1 Sanitation Follies

CONSUMER HEALTH

Overview

The American public spends billions of dollars each year for health care. Yet another billion dollars is spent on fraudulent products and services. A background in consumer health is helpful protection from the exploitation and dire results of health abuse, neglect and quackery.

What people believe and the types of decisions and actions they take in the selection and utilization of health information, personnel, products and services are major determinants in the quality of health attainment. The individual's protection from fraudulence is primarily through his own ability to select critically and use products and services.

Material on food fads and quackery is omitted here because it is included in the Nutrition Unit. Content on cosmetics has its greatest emphasis under body care and grooming and is included in the Anatomy and Physiology Unit. At the elementary level, concern is for developing attitudes toward health personnel and services because the youngsters are not yet choosing for themselves. Concern at the elementary level is also for safety in the use of health products.

COMPETENCIES

Competency I: Students discriminate critically between reliable and u
and advertising.

Competency II: Students utilize discriminating judgment in the selectio
other health products.

Competency III: Students avoid the dangers of medical neglect, self-diag
themselves and others for whom they have a responsibilit

Competency IV: Students select and make intelligent utilization of qual
dental and allied health personnel and services.

Competency V: Students use discriminating judgment in evaluating and s
hospital, health and accident insurance protection and u
comprehensive medical care.

Competency VI: Students appreciate the roles and functions of health ag
bilities in supporting and promoting health programs.

COMPETENCIES

Students discriminate critically between reliable and unreliable health information and advertising.

Students utilize discriminating judgment in the selection and use of drugs and other health products.

Students avoid the dangers of medical neglect, self-diagnosis and self-treatment for themselves and others for whom they have a responsibility.

Students select and make intelligent utilization of qualified and competent medical, dental and allied health personnel and services.

Students use discriminating judgment in evaluating and selecting reliable medical, hospital, health and accident insurance protection and understand the costs of comprehensive medical care.

Students appreciate the roles and functions of health agencies and their responsibilities in supporting and promoting health programs.

COMPETENCY I: Discriminate critically between reliable and unreliable health information and advertising.

ONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
hysicians, dentists and ara medical personnel are he best sources for health nformation.	Draw pictures illustrating people who help us keep well with captions describing what they do. (mother, father, dentist, doctor, nurse) Tell a story about who we seek for help when we are sick or hurt (when we fall on the playground, when a friend falls off a slide, when we have an earache, etc.) Discuss the commericals on television and how they affect what we buy thereby affecting our health. (See Dental Health)	1.26 6.3

COMPETENCY II: Use discriminating judgment in the selection and use of drugs and other health products.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Safety precautions must be taken with medicines and other substances that we do not know about.	Discuss use of medicine (such as taking what the doctor prescribes, taking only from a responsible adult, etc.) Make a mural of what to do knowing someone has eaten or drunk something which could make him sick. Dramatize how to use the telephone to get help in an emergency. (A good project when you have actual telephone sets in the room to demonstrate correct usage.)	1.11 2.7 2.9 2.33 6.4 7.7
Medicines are to help get well.	Discuss why the doctor gives us medicine. (See Safety Education Unit)	

COMPETENCY III: Avoid the dangers of medical neglect, self-diagnosis and sel

select and utilize qualified and competent medical, dental and personnel and services.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
We tell our parents or teachers when we are sick or hurt.	Dramatize a situation at home or at school: wh do if someone gets sick or hurt.	rite chart stories telling what the doctor, dentist, urse, etc. do to keep us well. isit the school nurse's office (including the sick oom).	1.2 3.1 1.4 3.5 1.5 4.2 1.6 4.4 1.7 4.20 1.8 5.11 1.11 5.12 1.22 11.4 1.27 1.29
There are ways to protect ourselves and others from disease.	Discuss how vaccinations, oral vaccines and sho us well and also protect other people. Discuss why we take medicine only when given by nurse or parent. (See Disease Unit, Anatomy and Physiology, an Safety Education Units)	rite letters to classmates who are ill or in the ospital. (See Disease and Community Health Units)	

COMPETENCY VI: Appreciate the roles and functions of health agencies and the responsibilities of citizens in supporting and promoting health programs.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Rules help protect our health.	Develop a list as to what children can do to keep everyone in class well. (i.e. covering your coughs and sneezes, walking not running in the halls, etc.)	1.28 4.3
We can help protect the health of others at home, school and on the playground.	Make "what happens" pictures when we don't follow health rules. (See Mental Health Unit and Safety Education Unit)	

COMPETENCY I: Discriminate critically between reliable and u
advertising.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
There are sources of reliable health information.	Tape record radio or television co children's health and help childre advertising. (Avoid personal pre Develop a poster of class-develope ting the reliability of health inf Use resource 2.2 to develop indivi titled "How to Spot a Quack". Create cut-paper "Quack Machines" using the gimmicks of the quack, i scare technique, sure cure, etc.
Some superstitions are harmful to our health.	Make a notebook of health supersti of this notebook collect health in as to whether it is realistic or c Write and perform a play: "The Med West".

riminate critically between reliable and unreliable health information and
rtising.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
- on.	Tape record radio or television commercials relating to children's health and help children evaluate and discuss advertising. (Avoid personal prejudices.) Develop a poster of class-developed criteria for evaluating the reliability of health information. Use resource 2.2 to develop individual posters or essays titled "How to Spot a Quack". Create cut-paper "Quack Machines" and write advertising using the gimmicks of the quack, i.e., testimonials, scare technique, sure cure, etc. Make a notebook of health superstitions. On other pages of this notebook collect health information and evaluate as to whether it is realistic or questionable. Write and perform a play: "The Medicine Man of the Old West".	1.1 1.10 1.12 1.15 1.16 1.19 1.23 1.24 2.2 2.22 4.10 4.11 5.11 5.12 6.1 6.2 6.3 6.7 6.9 6.10 6.12 6.19 6.30 11.2

COMPETENCY II: Use discriminating judgment in the selection and us
products.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Some health products are better than others.	Develop criteria for selecting and pu health products by reviewing cost, cl manufacturer, etc. of various common
Only medications prescribed for you by a competent physician should be used.	Visit a pharmacy and have the pharmac prescription blank and how it is fill rules to remember about taking and us Role play the idea of how you can pro and sisters from taking medicines tha Write dialogue for two identical-appe speaks as a quack, the other a qualif guessing game in class as to which is

se discriminating judgment in the selection and use of drugs and other health
roducts.

e)	SAMPLE LEARNING EXPERIENCES	RESOURCES
s are	Develop criteria for selecting and purchasing personal health products by reviewing cost, claims, who recommends, manufacturer, etc. of various common products.	1.9 1.10 1.15 1.16 1.17 1.18 2.2 2.7 2.8 2.9 2.33 5.10 6.4 7.7
escribed ent phy- ed.	Visit a pharmacy and have the pharmacist show the class a prescription blank and how it is filled, etc. Review rules to remember about taking and using medicine.	
)	Role play the idea of how you can protect younger brothers and sisters from taking medicines that are not for them.	
	Write dialogue for two identical-appearing doctors; one speaks as a quack, the other a qualified physician--play guessing game in class as to which is the quack.	

COMPETENCY III: Avoid the dangers of medical neglect, self-diagnosis and self-treatment.

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCE***
Following certain health practices when we are sick helps us get well.	Discuss the things we can do when we are ill to help us get well faster.	4.3 5.11 5.12
Certain symptoms indicate that we need special health care.	Make posters on the symptoms of a cold. Ask the school nurse to present to class rules and regulations about "when we should stay home" and symptoms of common illnesses of elementary pupils.	

COMPETENCY IV: Intelligently select and utilize qualified and competent medical, dental and allied health personnel and services.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Physicians help protect our health.	From cardboard make various instruments that a doctor uses in his office to check and protect our health; make a mobile of them.	1.2 1.4 1.5 1.6 1.7 1.8 2.10 3.1 3.3 3.4 5.1 5.2 5.7 5.8 5.11 5.12 5.15 6.5 6.6 6.7 6.8 7.6 9.1 9.2 11.2 11.4
Many individuals have contributed to the good health we can have today.	Make a historical mural of health and medical discoveries.	
	Conduct committee research on individuals who have contributed to medical research. (Pasteur, Lister, Reed, Salk)	
	Survey and then develop a bulletin board for the nurse's office on the health services available to students.	
	Interview doctors and dentists with questions developed by the class. (i.e. how often should we be examined, how can students assist the doctor/dentist when they see them, etc.)	
	(See Anatomy and Physiology, Disease, and Community Health Units)	

COMPETENCY VI: Appreciate the roles and functions of health agencies and the responsibilities of citizens in supporting and promoting health programs.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Many health agencies and organizations serve, protect and inform us to help keep us well.	Write, visit, and read to collect material for oral reports on various community agencies that protect our health (public health departments, hospitals, clinics, fire departments, law enforcement agencies, voluntary health agencies, poison control centers).	1.10 1.14 2.8 2.12 2.21
Laws and regulations protect our health and the health of others.	Select a health problem in school; as a class project develop and carry out a solution. Outline provisions of the Food and Drug Administration as to how it protects the consumer. (See Community Health Unit)	

CONSUMER HEALTH RESOURCES

(Preview all films; review all materials)

The resource list is for both the elementary and secondary levels because
reading level of elementary students. The resources, therefore, are for th
fully he can modify the information to relate to the level of understanding
resource is of elementary student reading or comprehension level, an * is

1.0 BOOKS

1.1 Packard, Vance O. THE HIDDEN PERSUADERS. McKay, 1957. (Pocket
*1.2 Dudley, Nancy. LINDA GOES TO THE HOSPITAL. Coward McCann, 1953
1.3 MODERN DRUG ENCYCLOPEDIA AND THERAPEUTIC INDEX. Sloan and Pearce
*1.4 Elting, Mary. THE FIRST BOOK OF NURSES. Watts
*1.5 Thompson, Frances B. ABOUT DR. JOHN. Children's Press, 1959
*1.6 Jubelier, Ruth. ABOUT JACK'S DENTAL CHECK-UP. Children's Press
*1.7 Jubelier, Ruth. ABOUT JILL'S CHECK-UP. Children's Press
*1.8 Lerner, Marguerite R. DOCTOR'S TOOLS. Lerner, 1960
1.9 Atkinson, Donald T. MAGIC, MYTH, AND MEDICINE. Fawcett, 1956 (
1.10 Cook, James. REMEDIES AND RACKETS. Norton, 1958
*1.11 Cook, James. JOHNNY GOES TO THE HOSPITAL. Houghton
1.12 Deutsch, Ronald M. THE NUTS AMONG THE BERRIES. Ballantine Book
1.13 Dubos, Rene J. THE MIRAGE OF HEALTH. Doubleday, 1959
1.14 Editors of Consumer Reports. THE MEDICINE SHOW. Simon and Schu
1.15 Gardiner, Martin. FADS AND FALLACIES IN THE NAME OF SCIENCE. D
1.16 Haggard, Howard. DEVILS, DRUGS, AND DOCTORS. Affiliated Publis
1.17 Hemphill, Josephine. FRUITCAKE AND ARSENIC. Little, 1962 (hist
1.18 Pinckney, Edward R. HOW TO MAKE THE MOST OF YOUR DOCTOR AND MED
1.19 Smith, Ralph Lee. THE HEALTH HUSKSTERS. Crowell Company, 1960
1.20 Young, James H. THE TOADSTOOL MILLIONAIRES. Princeton Universi
1.21 Ottenberg, Miriam. THE FEDERAL INVESTIGATORS. Prentice-Hall, 1
*1.22 Greene, Carla. DOCTORS AND NURSES: WHAT DO THEY DO? Harpers a
1.23 Schramm, Wilbur and others. TELEVISION IN THE LIVES OF OUR CHIL
1.24 Kiev, Ari, (Ed.) MAGIC, FAITH, AND HEALING. Free Press, 1964
1.25 Trump, Fred. BUYER BEWARE. Abingdon, 1965
1.26 Campbell, Hannah. WHY DID THEY NAME IT. Fleet Publishing, 1964
*1.27 Elting, Mary. FIRST BOOK OF HOSPITALS. Watts
1.28 Zion, Gene. DEAR GARBAGE MAN. Harper, 1957
1.29 Berger, Knute and others. A VISIT TO THE DOCTOR. Grosset & Dun

CONSUMER HEALTH RESOURCES

(Preview all films; review all materials)

ch the elementary and secondary levels because very little is available on the students. The resources, therefore, are for the elementary teacher and hope-ormation to relate to the level of understanding of his students. Where a tudent reading or comprehension level, an * is placed before the reference.

THE HIDDEN PERSUADERS. McKay, 1957. (Pocket Books)
INDA GOES TO THE HOSPITAL. Coward McCann, 1953
LOPEDIA AND THERAPEUTIC INDEX. Sloan and Pearce
E FIRST BOOK OF NURSES. Watts
B. ABOUT DR. JOHN. Children's Press, 1959
ABOUT JACK'S DENTAL CHECK-UP. Children's Press
ABOUT JILL'S CHECK-UP. Children's Press
e R. DOCTOR'S TOOLS. Lerner, 1960
T. MAGIC, MYTH, AND MEDICINE. Fawcett, 1956 (paperback)
EDIES AND RACKETS. Norton, 1958
NNY GOES TO THE HOSPITAL. Houghton
. THE NUTS AMONG THE BERRIES. Ballantine Books, 1961 (paperback)
HE MIRAGE OF HEALTH. Doubleday, 1959
er Reports. THE MEDICINE SHOW. Simon and Schuster, 1961
FADS AND FALLACIES IN THE NAME OF SCIENCE. Dover, 1957 (paperback)
DEVILS, DRUGS, AND DOCTORS. Affiliated Publishers, 1959 (paperback)
ne. FRUITCAKE AND ARSENIC. Little, 1962 (history and stories of the F.D.A.)
R. HOW TO MAKE THE MOST OF YOUR DOCTOR AND MEDICINE. Fallett, 1964
THE HEALTH HUSKSTERS. Crowell Company, 1960
THE TOADSTOOL MILLIONAIRES. Princeton University Press, 1961
. THE FEDERAL INVESTIGATORS. Prentice-Hall, 1962, Chapter 10
OCTORS AND NURSES: WHAT DO THEY DO? Harpers and Row, 1963
nd others. TELEVISION IN THE LIVES OF OUR CHILDREN. Stanford, 1961
MAGIC, FAITH, AND HEALING. Free Press, 1964
ER BEWARE. Abingdon, 1965
WHY DID THEY NAME IT. Fleet Publishing, 1964
RST BOOK OF HOSPITALS. Watts
GARBAGE MAN. Harper, 1957
others. A VISIT TO THE DOCTOR. Grosset & Dunlap, 1960

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

2.1 Personal Health Expenses
2.2 The Cancer Quacks
2.3 Health Insurance Coverage, United States
2.5 General Regulations For Enforcement of the F.D. Drug an

FEDERAL FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT, AVENUE, SEATTLE, WASHINGTON 98104

2.7 Protect Your Family Against Poisoning
2.8 Cosmetics--Facts For Consumers
2.9 Labeling For Home Safety
2.10 Quackery Can Kill
2.11 Health Education and Medical Quackery
2.12 F.D.A., What It Is and Does
2.13 Drug Amendments of 1962, October 27, 1962
2.14 Enforcing the F.D.A. Act, 1964
2.15 Requirements of the U.S. Food, Drug, and Cosmetic Act (n
2.16 First Facts About Drugs
2.17 F.D.A. Report on Enforcement and Compliance
2.18 Your Money and Your Life
2.19 Drugs and Driving
2.20 Drug Side Effects
2.21 Read the Label
2.22 Dr. Quack's Clinic (color slides)
2.23 Safe New Drugs
2.24 Fake Medical Devices
2.25 Habit-Forming Drugs
2.26 Quackery As A Public Health Problem
2.27 The Government and the Consumer: Evolution of Food and
Association but available through F.D.A.
2.29 F.D.A. Packet: Consumer Protection--Drugs or Cosmetics
2.30 F.D.A. Approval of New Drugs
2.31 Student Reference Sheet, Evolution in the F.D.C. Law Are
2.32 S.R.S., The Democratic Process of Rule-Making
*2.33 Dennis the Menace Takes Poison
2.34 Law Behind the Label

RIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH,
ND WELFARE, WASHINGTON, D. C. 20201

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It Is and Does
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Clinic (color slides)
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Devices
g Drugs
A Public Health Problem
nt and the Consumer: Evolution of Food and Drug Laws, Published by American Historical
but available through F.D.A.
t: Consumer Protection--Drugs or Cosmetics
val of New Drugs
rence Sheet, Evolution in the F.D.C. Law Area
Democratic Process of Rule-Making
enace Takes Poison
he Label

CHIEF POSTAL INSPECTOR, UNITED STATES POST OFFICE DEPARTMENT, WASHINGTON, D. C. 20260

2.35 How the Postal Inspection Service Protects You Against Mail Fraud

3.0 FILMSTRIPS

3.1 Health Helpers, EBF
3.2 Dollars for Health, ILI
3.3 The Little Pink Bottle, NF
3.4 Checking Your Health, EBF
3.5 Community Helpers for Health, EGH

4.0 FILMS

4.2 A New World For Peter, Hanna
4.3 How To Catch A Cold, WSH
4.4 Your Friend the Doctor, Coronet
4.5 Your Doctor, McG
4.6 Choosing a Doctor, McG
4.7 Medicine Man, AMA
4.8 Misery Merchants, WSH
4.9 Helping Hands For Julie, WSH
4.10 Myth, Superstition and Science, IFB
4.11 Science and Superstition, Coronet
4.12 Are You Positive, WTA
4.13 Folks, Facts, and Pharmacy, LL
4.14 Quacks and Nostrums, McG
4.15 A Reason For Confidence, FDA
4.16 The Meanest Crime In, FDA
4.17 Target Quackery, ARF
4.18 A Life to Save, AMA
4.19 Propaganda Techniques, Coronet
4.20 Tommy the Lion, McG

AMERICAN OSTEOPATHIC ASSOCIATION, 212 EAST OHIO STREET, CHICAGO, ILLINOIS 60611

5.7 The Osteopathic Profession

AMERICAN DENTAL ASSOCIATION, 220 EAST SUPERIOR STREET, CHICAGO, ILLINOIS 60611

5.8 Eight Areas of Specialization in Dentistry
5.9 Dental Prepayment

AMERICAN RED CROSS (local chapter)

5.15 Men Against Disease

6.0 TODAY'S HEALTH

6.1 Dunlop, Richard. "Granny Had A Cure For Everything." May, 1963
6.2 Rosen, Harold. "Hypnosis: The Fad and the Facts." October, 1963
6.3 Wolters, Larry. "The TV Doctors." October, 1962
6.4 Smith, Ralph L. "Are You Wasting Your Money on 'Health Cosmetics'?" April, 1961
6.5 Dunlop, Richard. "Doctors Who Helped Win the West." September, 1964
6.6 Dunlop, Richard. "The Paleface: Medicine Man of the Frontier." March, 1964
6.7 Dunlop, Richard. "Quacktitioners in the Old West." November, 1964
6.8 Dunlop, Richard. "How To Spot a Quack."
6.9 Earle, Howard. "Iron Curtain of Superstition." April, 1961
6.10 Gamble, Frederic R. "The Importance of Honesty in Advertising." July, 1961
6.11 Kursh, Harry. "Mail Order Quack's Harvest: Dollars and Death." March, 1961
6.12 "Primitive Medicine: Magic, Miracle, and Myth." February, 1962
6.13 Balk, Alfred. "Your Headache--Facts and Fallacies." March, 1960
6.14 Cooley, Donald. "A Drug Is Born." September, 1963
6.15 Cooley, Donald. "How Some Drugs Get Their Names." April, 1961
6.16 Cooley, Donald. "Medicines of Tomorrow." Part I, November, 1963; Part II, December, 1963
6.17 Kaplan, Jack. "The Health Machine Menace: Therapy by Witchcraft." February, 1961
6.18 Ratcliffe, I. D. "America's Laxative Addicts." November, 1962
6.19 Smith, Ralph L. "The Strange World of Mechanical Quackery." November, 1964
6.20 Conley, Veronica L. "R.N.--Those Magic Initials." December, 1960
6.21 Donahue, Stephan. "What Is A Dermatologist?" September, 1962
6.22 Donahue, Stephan. "What Is An Internist?" April, 1963
6.23 Earle, Howard. "The Remarkable World of Dentistry." April, 1963
6.24 "How To Spot A Quack."
6.25 Orphan, Dennis. "A Doctor in the Making." October, 1961
6.26 Terry, Luther L. "What Is A Public Health Physician?" May, 1963
6.27 "What Is A Doctor?" April, 1960

6.28 Earle, Howard. "How To Save Money On Your Health Insurance." February, 1961
6.29 Allman, David B. "Are Medical Costs Too High?" September, 1964
6.30 Ward. "Four Horsemen of Quackery." January, 1965
6.31 Smith, Ralph Lee. "The Face Burners." June, 1966
6.32 Kaplan, Jack. "Doctor Abrams--Dean of Medical Quacks." April, 1966

AMERICAN JOURNAL OF NURSING

6.33 Karnofsky, David A. "Cancer Quackery." April, 1959

CONSUMER REPORTS

6.34 False Advertising and Products for the Overweight. November, 1959

7.0 AMERICAN HOSPITAL ASSOCIATION, 840 NORTH LAKESHORE DRIVE, CHICAGO, ILLINOIS 60611

7.1 Rates and Charges in Your Hospital
7.2 Do You Know Your Hospital?
7.3 Hospital Today

NATIONAL BETTER BUSINESS BUREAU, INC., 825 REPUBLIC BUILDING, SEATTLE, WASHINGTON 98101

7.4 Service Bulletin (recent court actions--health products and devices)
7.5 Facts You Should Know About Health Quackery

U.N.E.S.C.O., UNITED NATIONS BUILDING, NEW YORK, NEW YORK

7.6 Seven Hundred Science Experiments

PROPRIETARY ASSOCIATION, 1717 PENNSYLVANIA AVENUE, N.W., WASHINGTON, D. C. 20006

7.7 Your Home Medicine Chest (pamphlet)

8.0 ATTORNEY GENERAL'S OFFICE, TEMPLE OF JUSTICE, OLYMPIA, WASHIN

8.1 A Consumer Protection Handbook

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NE

9.1 Science Versus Chiropractic
9.2 The Arthritis Hoax
9.3 A Consumer's Guide to Health Insurance Plans
9.4 The Blue Cross Story
9.5 Buyer, Be Wary
9.6 Your Family's Health

11.0 ARTHRITIS AND RHEUMATISM FOUNDATION, WESTERN WASHINGTON CHAPTE
AVENUE, SEATTLE, WASHINGTON 98101

11.1 Walrad, Ruth. The Misrepresentation of Arthritis Drugs and De

AMERICAN CANCER ASSOCIATION, WASHINGTON DIVISION, 123 WEST HAR

11.2 I Have A Secret Cure for Cancer

METROPOLITAN LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISI
FRANCISCO, CALIFORNIA 94120

11.3 Profile of a Practicing Physician

WASHINGTON STATE HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATT

11.4 How The Doctor Examines Your Heart

ENERAL'S OFFICE, TEMPLE OF JUSTICE, OLYMPIA, WASHINGTON 98501

Protection Handbook

AIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

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AND RHEUMATISM FOUNDATION, WESTERN WASHINGTON CHAPTER, ORPHEUM BUILDING, 1900 FIFTH
ATTLE, WASHINGTON 98101

th. The Misrepresentation of Arthritis Drugs and Devices in the United States

ANCER ASSOCIATION, WASHINGTON DIVISION, 123 WEST HARRISON AVENUE, SEATTLE, WASHINGTON 98119

ecret Cure for Cancer

AN LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 600 STOCKTON STREET, SAN
CALIFORNIA 94120

a Practicing Physician

STATE HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

ctor Examines Your Heart

DENTAL HEALTH

Overview

Good dental habit formation starts early in a child's life. Junior and senior high material is based on the assumption that a sound foundation was developed in the elementary years; however, if students have not had this opportunity, elementary concepts and their development will need to be adapted to the older age group.

The American Dental Health Association produces a catalogue which is available to teachers; this catalogue is constantly being revised and reference to a current issue is advisable when sending for materials. A.D.A.'s Dental Health Facts (8.6) is an excellent summary of information. Current periodicals include articles on dental health and these articles add interesting and up-to-date information.

COMPETENCIES

Competency I: Students appreciate growth and function of dental structures.

Competency II: Students know and use information concerning causes, prevention, and correction of dental disorders.

Competency III: Students accept responsibility for meeting community dental needs.

Competency IV: Students develop discrimination as a consumer of dental information, products and services.

COMPETENCY I: Appreciate growth and function of dental structures.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Teeth have many uses.	Discuss use of teeth for eating, speech and appearance.	
	Try eating an apple without using teeth.	
Kinds and numbers of teeth vary with age.	Make a bulletin board display illustrating types of teeth and their functions. (cut, tear, crush, grind)	1.1 1.3 3.1
	Count your own teeth using a mirror and also identify six year molar.	8.6
Teeth have structure.	Construct a mural showing animals, their teeth and their particular food--cats, meat; cows, grasses and grains; squirrels, nuts.	1.9
	Discuss and draw pictures showing tooth form and inner structure (cross-section).	4.2 4.3 8.8
	Save and observe primary teeth as lost by class members.	1.10

COMPETENCY II: Know and use information concerning causes, prevention and correction of dental disorders.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Daily care promotes dental health.	Demonstrate with large set of teeth and toothbrush the proper way to brush teeth.	3.4 8.13
	Show film demonstrating proper methods of brushing teeth.	4.1
	Demonstrate ways of cleaning teeth when a brush isn't available (swish and swallow, etc.).	8.1 8.22
	Bring toothbrushes for class participation in brush demonstration. (May be brought from home in sealed envelopes.)	5.1 7.1 8.5 8.12
	Keep daily brushing record.	8.10
	Draw pictures of a good toothbrush and compose an accompanying chart story for its proper maintenance.	8.2 8.11 8.3
Foods affect teeth.	Plan a snack party selecting best foods for teeth.	8.11 8.14
	Role play the villain sugar or candy attacking a good tooth (pearl). The hero in the form of good food comes to the aid of the tooth. (Toothbrush brigade would involve whole class.) (Use TV characters if preferred.)	8.4 8.6

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
	Make a bulletin board display of decay formula. Sugar + Bacteria = Acid Acid + Tooth = Decay (See Nutrition Unit)	
Dentists help maintain healthy teeth.	Dramatize a visit to the dentist and include all dental personnel. (Teacher may narrate and children pantomime.) Invite dentist or dental hygienist to visit class and explain services given by dentist. (Ask them to bring dental instruments if possible.) Show x-rays and discuss their importance. Discuss methods, instruments, procedures, etc. which the dentist uses to make patients comfortable. (Investigate possibility of visiting a dentist's office.)	1.6 1.7 1.8 3.2 4.5 4.6 4.7 4.14 8.11
Safety practices can prevent dental accidents.	Make a chart story of safety precautions to preserve teeth. (No sharp instruments; no nut cracking) Class develop and post rules near drinking fountains or other appropriate places to emphasize avoidance of dental accidents.	8.2

COMPETENCY III: Accept responsibility for meeting community dental needs.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Community resources provide help for dental care.	Interview school nurse to ask where dental help may be obtained for dental care. Develop a bulletin board display of a tooth with lines going to various persons, agencies, etc. who help with dental health. Include child, parents, dentist, public health clinics, etc. (See Community Health Unit)	

COMPETENCY IV: Discriminate as a consumer of dental information, products and services.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Advertising affects choices of dental products.	Bring and discuss dental products advertised in magazines and newspapers. Discuss dental ads heard on TV. (Teacher: point out it takes more than just tooth paste, for instance, for decay free teeth.) Write letters to parents "advertising" school's dental health program. (See Consumer Health Unit)	8.12

COMPETENCY I: Appreciate growth and function of dental structures

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Teeth contribute to general well being.	Discuss why we need teeth. (smile, etc.)
	Write illustrated story of things yo you would look without teeth.
	Practice sounding letters of the alp show the need for teeth in speaking.
Kinds and numbers of teeth vary with age.	Display and discuss charts depicting permanent teeth.
	Prepare individual charts illustrati tooth development am I?"
	Carve models of teeth from soap, nam on their use.
The parts of the teeth have specific purposes.	Borrow x-ray photographs from a loca tooth structure.
	Diagram a tooth, showing and labelin its function.

***I*:** Appreciate growth and function of dental structures.

rmediate)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
ute to general	Discuss why we need teeth. (smile, appearance, chewing, etc.)	8.6 1.3 3.1
	Write illustrated story of things you could eat and how you would look without teeth.	5.2 8.2 8.19
	Practice sounding letters of the alphabet, C F S T to show the need for teeth in speaking. (use tape recorder)	
bers of teeth .	Display and discuss charts depicting time of eruption of permanent teeth.	7.2 8.7
	Prepare individual charts illustrating "How far along in tooth development am I?"	
	Carve models of teeth from soap, name them and report on their use.	1.3 4.12 4.13
the teeth have oses.	Borrow x-ray photographs from a local dentist to study tooth structure.	4.13 12.1 8.18
	Diagram a tooth, showing and labeling each part and naming its function.	5.2

COMPETENCY II: Know and use information concerning causes, preven disorders.

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Regular personal care promotes dental health.	Observe one's own teeth in a mirror clean they are. Observe any debris with toothpick and observing under Diagram teeth showing progress of d extracted teeth from a dentist and Perform disclosing tablet test to d ness of toothbrushing. Make up dental check sheet showing care, i.e., when I brush, how I bru
Foods contribute to dental health.	Survey lunchroom menus for a week; ing nutrients for dental health and nature's "toothbrushes." Select some common foods, then figu content; plan substitutes showing s stitutes. Demonstrate relative value of brush ing raw vegetables. Six students e then one brushes with water, one sw one eats apple, one eats carrot, on does nothing. Compare residue left Cut marshmallows and apples with kn differences as to how food sticks.

Know and use information concerning causes, prevention and correction of dental disorders.

ate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
are pro- h.	Observe one's own teeth in a mirror to determine how clean they are. Observe any debris by removing some with toothpick and observing under microscope.	1.3 5.2
	Diagram teeth showing progress of decay. Obtain decayed extracted teeth from a dentist and display.	4.4 4.5 4.9
	Perform disclosing tablet test to demonstrate effectiveness of toothbrushing.	8.13 12.3
	Make up dental check sheet showing elements of personal care, i.e., when I brush, how I brush, etc.	8.5
o dental	Survey lunchroom menus for a week; record foods containing nutrients for dental health and foods that are nature's "toothbrushes."	7.3 7.4 7.5
	Select some common foods, then figure and chart sugar content; plan substitutes showing sugar content of substitutes.	8.15 8.16
	Demonstrate relative value of brushing, swishing or chewing raw vegetables. Six students eat chocolate cookies; then one brushes with water, one swishes and swallows, one eats apple, one eats carrot, one eats celery, one does nothing. Compare residue left on teeth.	4.8 4.9 8.22
	Cut marshmallows and apples with knife to demonstrate differences as to how food sticks.	

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Regular dental supervision helps control dental disorders.	Use rock candy, tea kettle, stalactites a examples of build up of deposits of miner tion to illustrate calculus deposits and dentist visits. Discuss importance of visiting dentist re to individual experience. (or role-play Investigate reasons for and results of or ment. Demonstrate decay process by carving a cr drop colored acetone in pits and fissures difference in rapidity of demonstration a Write research reports on the dentist, hi tistry, etc.
Safety practices can prevent dental accidents.	List activities which might damage teeth. members as to tooth injuries, i.e., hard candy, nuts, fights, etc. and dramatize c Send small groups to dentist to prepare a class on how a dentist makes dental repai same.

Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ntal supervision rol dental dis-	Use rock candy, tea kettle, stalactites and stalagmites as examples of build up of deposits of minerals from solution to illustrate calculus deposits and need for regular dentist visits. Discuss importance of visiting dentist regularly--relate to individual experience. (or role-play visit to dentist) Investigate reasons for and results of orthodontic treatment. Demonstrate decay process by carving a crown in styrofoam, drop colored acetone in pits and fissures pointing out difference in rapidity of demonstration and actual decay. Write research reports on the dentist, history of dentistry, etc.	4.11 5.2 6.2 8.21 12.2
ctices can pre- l accidents.	List activities which might damage teeth. Survey class members as to tooth injuries, i.e., hard blow, hard candy, nuts, fights, etc. and dramatize causes. Send small groups to dentist to prepare a report for class on how a dentist makes dental repairs and cost of same.	5.3 6.1 8.2 8.20

COMPETENCY III: Accept responsibility for meeting community dental

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Community resources provide help for dental care.	Write group letter to State Health De information about fluorides. Survey class as to who is receiving individual reports on how and why. Have students collect materials on fl water supply. Organize a panel discu out both the pro and con arguments of Compute dentist-patient ratio in your

ept responsibility for meeting community dental needs.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
rovide	Write group letter to State Health Department requesting information about fluorides. Survey class as to who is receiving fluorides. Have individual reports on how and why. Have students collect materials on fluoridation of the water supply. Organize a panel discussion which brings out both the pro and con arguments of fluoridation. Compute dentist-patient ratio in your town.	5.4 8.12 4.10 8.6 9.1

COMPETENCY IV: Discriminate as a consumer of dental information, prod

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Dental neglect is expensive for the individual.	Have a few students interview dentists tists establish their own dental fees (equipment, complexity, etc.) Have some students interview dentists t ences in fees for regular dental work a work. Establish dental costs for one year for tistry of two students--find highest co cost. Explore the factors which may co differences (length of time between den larity of supervision by dentists since complexity of services performed). Compare cost of regular vs irregular de Estimate the saving to the family if fl vented 60% of all dental decay.
There are many factors which influence choices of products and services.	Bring in toothpaste advertising, compar Originate scientifically correct commer Discover qualifications of dental perso training.

: Discriminate as a consumer of dental information, products and services.

diate)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
s expensive al.	Have a few students interview dentists to ask how dentists establish their own dental fees (time, skills, equipment, complexity, etc.) Have some students interview dentists to ask about differences in fees for regular dental work and specialized work. Establish dental costs for one year for restorative dentistry of two students--find highest cost and lowest cost. Explore the factors which may contribute to these differences (length of time between dental visits; regularity of supervision by dentists since early childhood; complexity of services performed). Compare cost of regular vs irregular dental care. Estimate the saving to the family if fluoridation prevented 60% of all dental decay.	8.6
actors which s of products	Bring in toothpaste advertising, compare and evaluate. Originate scientifically correct commercials. Discover qualifications of dental personnel and cost of training.	8.17

DENTAL HEALTH RESOURCES

(Review all materials; Preview all films)

1.0 BOOKS

1.1 HOW MANY TEETH. Crowell, 1962
1.2 Schloat Jr., Warren. YOUR WONDERFUL TEETH. Scribners, 1954
1.3 TEETH, HEALTH AND APPEARANCE. American Dental Association, latest edition
1.6 Garn, Bernard J. A VISIT TO THE DENTIST. Grosset and Dunlap
1.7 Jubelier, Ruth. ABOUT JACK'S DENTAL CHECK-UP. Melmont, 1959
1.8 DENTIST'S TOOLS. Medical Books for Children
1.9 Mason, George. ANIMAL TEETH. Morrow, 1965
1.10 Showers, Paul. HOW MANY TEETH. Crowell, 1962

3.0 FILMSTRIPS

3.1 Cutters, Tearers, Crushers and Grinders, ADA
3.2 Let's Visit the Dentist, WSH
3.4 Your Teeth and Their Care, ADA

4.0 FILMS

4.1 *Learning to Brush, WSH
4.2 *What Do We Know About Teeth, WSH
4.3 Billy Meets Tommy Tooth, ADA
4.4 *What Do We Know About Teeth, WSH
4.5 *Tommy's Healthy Teeth, WSH
4.6 *Case of the Missing Tooth, WSH
4.7 *A Dentist in the Classroom, WSH
4.8 *Diet Did It, WSH
4.9 *Project Teeth: Dental Health and Classroom Science, WSH
4.10 *Why Fluoridation? WSH
4.11 *Tooths and Consequences, WSH

4.12 *Gateway to Health, WSH
4.13 *Teeth--Their Structure and Care, WSH
4.14 *The Beaver's Tale

*Produced by American Dental Association

5.0 AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AN
WASHINGTON, D. C. 20036

5.2 Teaching Dental Health (teacher reference)

AMERICAN DENTAL ASSOCIATION, 211 EAST CHICAGO AVENUE, CH

5.1 Toothbrushing Kit
5.3 Chairside Instructor
5.4 Dental Health Leaflets

6.0 PARENT'S MAGAZINE

6.1 If Your Child Knocks Out a Tooth. February, 1966 (teach

TODAY'S HEALTH

6.2 Jackson, J. and Jackson, E. "Dentistry 100 Years Ago: Cr
(teacher reference)

7.0 WASHINGTON DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROO

7.1 How We Take Care of Our Teeth
7.2 Permanent Teeth Chart
7.3 Food and Care for Dental Health
7.4 Snacks

) Health, WSH
eir Structure and Care, WSH
r's Tale

)y American Dental Association

SOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION, 1201 16th STREET, N. W.,
D. C. 20036

ntal Health (teacher reference)

NTAL ASSOCIATION, 211 EAST CHICAGO AVENUE, CHICAGO, ILLINOIS 60611

ng Kit
nstructor
th Leaflets

GAZINE

ld Knocks Out a Tooth. February, 1966 (teacher reference)

LTH

and Jackson, E. "Dentistry 100 Years Ago: Crude, Quaint, and Painful". March, 1965
ference)

DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206 ARIES BUILDING, SEATTLE, WASHINGTON

Care of Our Teeth
eeth Chart
re for Dental Health

MISCELLANEOUS

7.5 You Can Control Dental Decay. Dr. R.F. Krejci, Arbor State Pri

8.0 WASHINGTON STATE DEPARTMENT OF HEALTH, DENTAL HEALTH SECTION, P
OLYMPIA, WASHINGTON 98501

8.1 *If You Can't Brush
8.2 *Your Guide to Oral Health (Teacher Material)
8.3 *Dental Health Teaching Outline (Teacher Material, grades 1, 2,
8.4 *Diet and Dental Health (Teacher Pamphlet)
8.5 *Toothbrushing (Pictorial student guide available in quantity)
8.6 *Dental Health Facts for Teachers
8.7 *Development of the Human Dentition (Chart)
8.8 *Enamel Fissure Decay (illustrated chart)
8.10 My Clean Teeth (individual pupil chart for keeping track of toot
8.11 *Elementary School Posters (Set of four available for teacher)
8.13 *You Can Teach Toothbrushing (Pamphlet available in quantity acc
8.14 You Can Prevent Tooth Decay (Teacher pamphlet includes decay for
8.15 *Carbohydrate Evaluation
8.16 *Fun Foods For Snack Time
8.17 *Your Physician and Dentist! (student use)
8.18 *X-Rays and Your Teeth
8.19 *Your Child's Teeth
8.20 *Your Teeth Can Be Saved
8.21 *Orthodontics
8.22 *Swish and Swallow (poster)

*Published by American Dental Association

9.0 PUBLIC AFFAIRS PAMPHLET, 381 PARK AVENUE SOUTH, NEW YORK, NEW YO

9.1 Water Fluoridation: Facts, Not Myths

12.0 PROCTOR AND GAMBLE PROFESSIONAL SERVICE, P. O. BOX 171, CINCINNA

12.2 Posters
12.3 Tablet Test Materials

S

rol Dental Decay. Dr. R.F. Krejci, Arbor State Printers, Wymore, Nebraska

TATE DEPARTMENT OF HEALTH, DENTAL HEALTH SECTION, PUBLIC HEALTH BUILDING,
HINGTON 98501

Brush
Oral Health (Teacher Material)
Teaching Outline (Teacher Material, grades 1, 2, and 3)
al Health (Teacher Pamphlet)
(Pictorial student guide available in quantity)
Facts for Teachers
f the Human Dentition (Chart)
e Decay (illustrated chart)
h (individual pupil chart for keeping track of toothbrushing - available in quantity)
hool Posters (Set of four available for teacher)
Toothbrushing (Pamphlet available in quantity accompanying film "Learning to Brush")
nt Tooth Decay (Teacher pamphlet includes decay formula)
Evaluation
Snack Time
n and Dentist! (student use)
ur Teeth
Teeth
n Be Saved

llow (poster)

American Dental Association

S PAMPHLET, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

ation: Facts, Not Myths

AMBLE PROFESSIONAL SERVICE, P. O. BOX 171, CINCINNATI, OHIO 45201

aterials

CHURCH AND DWIGHT CO., INC., 70 PINE STREET, NEW YORK 5, NEW YORK

12.1 Little Red Sky (Pupil Booklet)

DISEASE CONTROL

Overview

The study of disease should not be so much with specific diseases as with an understanding of the multiple factors which enter into whether or not a disease may develop. One's resistance, the number of invading organisms, pre-disposition, contribution factors, or combinations of these factors all enter into this determination.

Selection of diseases to study arises from the needs of the times, the age levels involved and the interests of the students. For instance some specific diseases particularly prevalent to a certain group such as venereal diseases among teen-agers, necessitates special attention. Colds are studied not so much in the hope of preventing them because we have no sure prevention, but because we need to evaluate the parade of "cold remedies" advertised and we need to understand that colds may be forerunners of other diseases. Hepatitis is another disease often ignored and yet its incidence continues to increase. Cancer, cardiovascular, and respiratory infections are leading causes of death and disability and therefore must be a part of a curriculum. Supplementary units have been prepared in these to show how detailing some diseases might take place.

Can we fail to study about the struggle to overcome diabetes, polio, tuberculosis, even though these have been relegated to a lower level of concern of causes of death and disability in our country? The historical study of these can develop appreciation of the work of dedicated men and women, and in addition, give valuable understanding for further prevention here and helpful aid and understanding for prevention in other countries.

And what of the diseases (or are they conditions) that are still mysteries to us. Shall we ignore the study of these-- muscular dystrophy, multiple sclerosis, etc.

Evaluation of literature flooding us on "well-being" must be appraised and selection from what science knows as of now to prevent long term disability is a goal of studying about diseases. Alleviation of fear of disease from ignorance about prevention and control of diseases-- is another outcome of this unit.

Memorization of incubation periods is not an important exercise for student learning; the concept of the incubation period is. Dates of important developments in disease control need not be recalled but appreciation of the efforts and results should be developed.

Voluntary agencies have exceptional and pertinent materials for this unit.

COMPETENCIES

Competency I: Students appreciate the historical aspects of prevention and control of disease.

Competency II: Students understand the possible causes and effects of disease.

Competency III: Students assume responsibility for prevention and control of disease within themselves and others.

Competency IV: Students support programs organized to control disease locally, nationally, and internationally.

COMPETENCY I: Appreciate the historical aspects of prevention and control.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Inquisitive minds seek ways to help maintain health.	Role play Demons versus Germs in causes of disease. (Discuss that children once believed in evil spirits, demons, and night air as causes of disease.) Discuss how you might have felt and what might have happened if you lived before the time we had doctors and you became ill. Draw pictures illustrating medicine men.	1.1 1.5 1.6 1.29 4.17 4.22

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Germs may cause disease.	Discuss how colds are "caught". Demonstrate with atomizer how sneezing and coughing spreads germs. (Use agar plates or slants.) Use microscope to magnify dirt particles, dirt under fingernails. (Stress that cleanliness may prevent spread of germs.)	1.8 1.23 1.24 1.25 3.1 4.18 4.19 4.20
Diseases may be spread from person to person.	Dramatize by "passing-ball-game" how measles, mumps, chicken pox, flu, and colds are communicable (ball represents a disease) and in due time all may be exposed but only some will become ill. Draw pictures illustrating ways germs travel (through milk, water, on flies, ticks, fleas, rodents, by droplets, by touch).	2.1 2.2 2.3 2.4 2.5 2.6 4.18
Illness makes us feel different.	Discuss why you act the way you do when you are ill. Play role incidents such as: "When Johnny came down with measles." Discuss how you feel when getting well. (fatigue, weak, left out)	
Communication is necessary when we are ill.	Discuss why it is important to tell adults when you are ill. (See Consumer Health Unit)	

COMPETENCY III: Assume responsibility for prevention and control of disease within

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***
Good health habits help us keep well.	Make charts showing clothing for different types of play and weather. Invite nurse to tell how cuts and scratches invite germs and how to cleanse and take care of wounds. Discuss why tetanus immunization is important. Draw pictures of "Only Mine" (toothbrush, drinking glass, comb, brush, handkerchief) and discuss why we use only our own materials. Prepare bulletin board of all health habits which help us stay healthy (rest, food, vaccinations, medica examination, etc.)
When ill, certain practices help us get well.	Prepare bulletin board showing a child ill with disease; show helpers (doctor and mother) and good care; then in another section show opposite. Make drawings of the things one can do to help get wel Relate what happened when they had measles, mumps, etc.
When we care for ourselves, we lessen complications from disease.	Teacher: Discuss need to care for oneself if one has a cold, measles, etc. as complications can cause more severe illness (pneumonia), hearing loss (ear infections), etc.

ume responsibility for prevention and control of disease within themselves and others.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
lp	Make charts showing clothing for different types of play and weather.	1.4 1.17 2.5 4.9 4.21 4.23 4.24 4.26 4.29
	Invite nurse to tell how cuts and scratches invite germs and how to cleanse and take care of wounds. Discuss why tetanus immunization is important.	
	Draw pictures of "Only Mine" (toothbrush, drinking glass, comb, brush, handkerchief) and discuss why we use only our own materials.	
	Prepare bulletin board of all health habits which help us stay healthy (rest, food, vaccinations, medical examination, etc.)	
	Prepare bulletin board showing a child ill with disease; show helpers (doctor and mother) and good care; then in another section show opposite.	
	Make drawings of the things one can do to help get well.	
	Relate what happened when they had measles, mumps, etc.	
elves, ns from	Teacher: Discuss need to care for oneself if one has a cold, measles, etc. as complications can cause more severe illness (pneumonia), hearing loss (ear infections), etc.	

COMPETENCY IV: Support programs organized to control disease, locally, r

CONCEPTS (Primary)	**SAMPLE LEARNING EXPERIENCES**
Your environment can affect your health.	Investigate Jenner story. Use microscope for mosquito observation. D travels of Mrs. Mosquito. (female is the b (See Community Health Unit)
We depend on others for good health.	Visit school nurse to find out how she help us healthy. Write thank-you letters to scho for her part in this effort. Discuss how the physician and doctor are fr why hospitals are needed. Pantomine some th doctor does when he is taking care of you. (See Consumer Health and Community Health
You can help others and yourself stay healthy.	Play "We are ready for disease germs". (use with which they may be familiar: pink eye, r impetigo. Develop skits showing ways these can be prevented.) Discuss the vaccinations each student has ha

Support programs organized to control disease, locally, nationally, and internationally.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
can affect	Investigate Jenner story. Use microscope for mosquito observation. Dramatize travels of Mrs. Mosquito. (female is the biter) (See Community Health Unit)	1.6 4.17 4.22
ers for	Visit school nurse to find out how she helps to keep us healthy. Write thank-you letters to school nurse for her part in this effort. Discuss how the physician and doctor are friends and why hospitals are needed. Pantomine some things a doctor does when he is taking care of you. (See Consumer Health and Community Health Units)	
ers and althy.	Play "We are ready for disease germs". (use diseases with which they may be familiar: pink eye, ringworm, impetigo. Develop skits showing ways these diseases can be prevented.) Discuss the vaccinations each student has had.	11.19

COMPETENCY I: Appreciate historical aspects of disease prevention

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
Health heroes' efforts help us stay healthy.	Make committee reports on health heroes Jenner, Pasteur, Koch, Salk) Make posters illustrating great discove individuals.
We are healthier now than ever before.	Discuss polio statistics. Bring in pictures and articles from ne zines on recent progress related to he Develop bulletin board display of old remedies, instruments, and machines. (See Consumer Health and Community He

eciate historical aspects of disease prevention and control.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
	Make committee reports on health heroes. (Walter Reed, Jenner, Pasteur, Koch, Salk)	1.5 1.14 1.6 1.15 1.9 1.20 1.10 1.22 1.11 1.29 1.12 3.3 1.13 4.1
	Make posters illustrating great discoveries by individuals.	
an	Discuss polio statistics.	
	Bring in pictures and articles from newspapers and magazines on recent progress related to health events.	
	Develop bulletin board display of old time and modern remedies, instruments, and machines.	
	(See Consumer Health and Community Health Units)	

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCE
There are many kinds of organisms.	Develop vocabulary such as virus, bacteria, protozoa. Draw various types of organisms. Grow organisms on petri dishes. Show types of bacterial growth under microscope or microprojector.	1.3 1.7 1.16 1.21 1.26 1.32 4.7
Some of these organisms cause disease.	Develop a class chart on the various diseases: colds, flu, chicken pox, etc. After viewing film: "What is a Disease?" discuss just what disease is. Investigate and discuss childhood diseases students have had or diseases for which they have been vaccinated. Develop graph to show how many have had which diseases.	2.1 2.2 2.3 2.4 2.5 2.6 4.14 11.19 13.1

COMPETENCY III: Assume responsibility for prevention and control of di

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Our bodies help us fight disease.	Draw posters showing how the various type cells fight microbes. Discuss protective functions of skin. View parts of blood through microscope (o projector) and discuss how each part acts defense. Make a felt board with microbes attacking illustrate the various body defenses fend attackers.
Our bodies have help in fighting disease.	Perform experiment to show inhibition of (Use petri dishes with agar and antibioti discs) Discuss discovery of and value of (Review health habits that help prevent
We can help prevent the spread of disease.	Develop a list through classroom discussi possible ways to prevent spread of diseas student select one way and draw a poster idea. (covering sneeze, physical examina tion, disinfecting diseases in restaurant articles, etc.) (See Anatomy and Physiology Unit)

Assume responsibility for prevention and control of disease within themselves and others.

ate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
fight	Draw posters showing how the various types of white cells fight microbes.	1.2 1.4 1.6 1.12 1.17 1.18 1.19 1.28 1.29 1.30 1.31 3.2 4.3 4.4 4.5 4.6 4.7 4.10 4.15 4.16 4.27 5.2 11.13 11.38 13.3
	Discuss protective functions of skin.	
	View parts of blood through microscope (or opaque projector) and discuss how each part acts as a body defense.	
	Make a felt board with microbes attacking the body and illustrate the various body defenses fending off the attackers.	
lp in	Perform experiment to show inhibition of bacterial growth. (Use petri dishes with agar and antibiotic sensitivity discs) Discuss discovery of and value of antibiotics.	
	(Review health habits that help prevent disease.)	
t the	Develop a list through classroom discussion of all possible ways to prevent spread of diseases. Each student select one way and draw a poster depicting this idea. (covering sneeze, physical examination, vaccination, disinfecting diseases in restaurants, own personal articles, etc.)	
	(See Anatomy and Physiology Unit)	

COMPETENCY IV: Support programs to control disease locally, nationally, and internationally.

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Community and world health problems affect us.	Make reports from current literature on health problems in the world. Draw graphs showing incidence of communicable disease in our country and in foreign countries.	1.27 1.30 1.31 4.2 4.12
Individuals in our community and world carry on health programs.	Visit a local public health department and report on its health programs. Invite resource speakers (doctors, dentists, school nurses, lab technicians) to discuss community health programs. Make puppets and put on a play showing importance of individual scientists and/or individuals who are health helpers in the community. (See Community Health and Consumer Health Units)	

SUPPLEMENTARY DISEASE UNIT

CANCER

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCE*
Some cells grow abnormally.	Discuss invasion of weeds which overgrow a growth of abnormal cells which destroy normal tissue. Gather samples of unusual growth in plants and animals (galls, burls, knots, warts) and relate to abnormal growth of cells.	1.1 1.2 1.34 1.35 1.37 3.11 11.1 11.2
Cancer is a concern to everyone.	Make simple paper doll cutouts illustrating that one in four persons will be concerned with cancer. Discuss cancer patients the students have known themselves. Ask students to question family about cancer patients known personally so they can report to class the type of cancer these patients had; then (according to students' reports) list the site, age. (See Anatomy and Physiology Unit)	11.3 11.4

COMPETENCY III: Assume responsibility for prevention and control

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Some things we do may encourage undesirable changes in normal cell growth.	Illustrate or discuss relationship c and lung cancer. List and discuss health habits (rela to cancer). (See Smoking and Health Unit)
Most cancers can be cured.	Discuss how annual check-ups and spe can help detect early cancer and the health habits. Chart number of cure now living.

I: Assume responsibility for prevention and control of disease within themselves and others.

ediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
do may irable changes growth.	Illustrate or discuss relationship of cigarette smoking and lung cancer. List and discuss health habits (relationship of smoking to cancer). (See Smoking and Health Unit)	3.5 3.6 4.26 11.4 11.5 11.20
n be cured.	Discuss how annual check-ups and special examinations can help detect early cancer and therefore are good health habits. Chart number of cured cancer patients now living.	

COMPETENCY IV: Support programs organized to control disease

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Organizations alert us on how to protect ourselves against cancer, a major health problem.	Develop a bulletin board to show Cancer Society. Discuss the origin of the symbol Cancer Society. Develop posters or a bulletin boa that organizations and people hel treating a patient, an adult arra check-up, a scientist doing resea a film and distributing literatu over the telephone.) (See Community Health Unit)

upport programs organized to control disease locally, nationally, and internationally.

)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
us on lves jor	Develop a bulletin board to show purposes of the American Cancer Society. Discuss the origin of the symbol used by the American Cancer Society. Develop posters or a bulletin board to show various ways that organizations and people help fight cancer. (doctor treating a patient, an adult arranging for an annual check-up, a scientist doing research, a volunteer showing a film and distributing literature, two women talking over the telephone.) (See Community Health Unit)	11.2 11.3 11.4

SUPPLEMENTARY UNIT
RESPIRATORY DISEASES

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Primary)	**SAMPLE LEARNING EXPERIENCES**	**RESOURCES**
Our respiratory system is important to us.	Run for one minute to show increased breathing rate. Discuss why we breathe faster. Stand with good posture and see if it is easier to breathe after running. Squirt atomizer fluid through tube of carpeting with loops which represent nasal cilia and then through a paper tube. Relate this to mucous membrane's ability to remove foreign materials. Compose poems concerning the function of nose, mouth, and lungs. Practice proper use of disposal tissues, or handkerchiefs when blowing nose. (See Anatomy and Physiology Unit)	1.33 1.34 1.35 1.36 1.37 1.39 11.35
Our respiratory system can get into trouble.	Discuss why nose runs and fills up when germs enter and increase. View "Joan Avoids A Cold" then develop through class discussion a big chart of rules for prevention of colds. Demonstrate in a skit the ways cold germs may be taken into the body (trading bites of food, being near someone who coughs, handling objects handled by a person who has a cold and putting the fingers in mouth).	4.19 11.31

COMPETENCY III: Assume responsibility for prevention and control of d

CONCEPTS (Primary)	**SAMPLE LEARNING EXPERIENCES**
Good health habits may help keep us from contacting respiratory illnesses.	Draw posters of each health habit which us well. (Or use Animal or Indian poste Washington TB Association for discussion Make a list of good health habits. Unde the ones that help prevent germs from tr our noses. Demonstrate with atomizer how sneezing a spread germs. Discuss how to prevent th germs. Discover presence of germs in a cough. gelatin in two petri dishes with glass c (Sterilize dishes and lids; gelatin: 1/2 1-3/4 cup of water) Cover one dish, cou and then cover. Put in dark, warm place for a week. Discuss experiment. (See Community Health and Consumer Hea

ssume responsibility for prevention and control of disease within themselves and others.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
may help cting es.	Draw posters of each health habit which may help keep us well. (Or use Animal or Indian posters from Washington TB Association for discussion.) Make a list of good health habits. Underline or circle the ones that help prevent germs from traveling into our noses. Demonstrate with atomizer how sneezing and coughing spread germs. Discuss how to prevent this spread of germs. Discover presence of germs in a cough. Put plain gelatin in two petri dishes with glass covers. (Sterilize dishes and lids; gelatin: 1/2 ounce in 1-3/4 cup of water) Cover one dish, cough in other and then cover. Put in dark, warm place and observe for a week. Discuss experiment. (See Community Health and Consumer Health Units)	3.7 4.29 11.21 11.25 11.26

COMPETENCY IV: Support programs organized to control disease locally, na

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*
Others help keep our respiratory system healthy.	Utilize tuberculin testing program to unders by: (1) Drawing pictures of the lungs with Mr. trying to get in. (2) Writing the nurse and asking her to ta tuberculin testing and tuberculosis. (3) Drawing posters to show what the tuber test shows. Create a mural of the total story of tubercu ing: (nurse, doctor, checking test, etc.) Draw designs for Christmas Seals (after tea of story of first seal campaign)

programs organized to control disease locally, nationally, and internationally.

SAMPLE LEARNING EXPERIENCES	***RESOURCES***
Utilize tuberculin testing program to understand TB by: (1) Drawing pictures of the lungs with Mr. TB germs trying to get in. (2) Writing the nurse and asking her to talk about tuberculin testing and tuberculosis. (3) Drawing posters to show what the tuberculin test shows. Create a mural of the total story of tuberculin testing: (nurse, doctor, checking test, etc.) Draw designs for Christmas Seals (after teacher tells of story of first seal campaign)	3.10 11.21 11.24 11.27 11.28 11.31 11.37

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Irritation and damage to the respiratory system impairs its functioning.	Divide class into groups. Have each d line of a human. Construct parts of t system and place on human outline. Ea as many factors as possible which migh the respiratory system. Draw a design factor and with string leading to resp dicate which part may be affected. Construct a mobile of the parts of the system. Discuss how each part keeps u List on board from class discussion di respiratory system they have experienc their reaction to each symptom or dise Draw examples and make bulletin board by doctor to examine the respiratory s not healthy. (fluoroscope, x-ray, ste (See Anatomy and Physiology Unit anc Health Unit)

nd possible causes and effects of disease.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
ne	Divide class into groups. Have each develop a large outline of a human. Construct parts of the respiratory system and place on human outline. Each group determines as many factors as possible which might adversely affect the respiratory system. Draw a design or label each factor and with string leading to respiratory system indicate which part may be affected. Construct a mobile of the parts of the respiratory system. Discuss how each part keeps us healthy. List on board from class discussion diseases of respiratory system they have experienced. Discuss what their reaction to each symptom or disease was. Draw examples and make bulletin board of instruments used by doctor to examine the respiratory system when it is not healthy. (fluoroscope, x-ray, stethescope) (See Anatomy and Physiology Unit and Smoking and Health Unit)	1.33 1.34 1.35 1.36 1.37 2.3 2.6 5.1 11.29 11.32 11.33 11.34

COMPETENCY III: Assume responsibility for prevention and contro

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
We can help our bodies fight respiratory diseases.	Discuss the principle of resistan respiratory system. Develop interview questions to be parents and friends concerning wh build resistance to respiratory d evaluate the results of the inter Develop a chart of symptoms of re play actions to be taken when sym diseases appear. Write stories on "How I Can Help Diseases". Show filmstrip, "Keeping Well and the pamphlet "Ways to Keep Well a

ume responsibility for prevention and control of diseases within themselves and others.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
s eases.	Discuss the principle of resistance as it affects the respiratory system. Develop interview questions to be asked by students of parents and friends concerning what people believe helps build resistance to respiratory diseases. Share and evaluate the results of the interviews. Develop a chart of symptoms of respiratory diseases. Role play actions to be taken when symptoms of respiratory diseases appear. Write stories on "How I Can Help Prevent Respiratory Diseases". Show filmstrip, "Keeping Well and Happy". Correlate with the pamphlet "Ways to Keep Well and Happy".	3.7 3.8 3.9 4.4 4.6 4.16 5.2 11.20 11.21 11.29 11.30 11.36

COMPETENCY IV: Support programs organized to control disease lo

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Individuals and groups in our community and world help us prevent respiratory problems.	List through class discussion organ solve respiratory disease problems. for city, county, state, nation, an into groups to write various organi ing posters and pamphlets on respir Have committees report orally to cl Show ways in which an individual ca control respiratory diseases. Comm through charts. Discuss "The Long

pport programs organized to control disease locally, nationally, and internationally.

)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
s in ld ratory	List through class discussion organizations working to solve respiratory disease problems. Make separate lists for city, county, state, nation, and world. Divide class into groups to write various organizations listed, requesting posters and pamphlets on respiratory disease problems. Have committees report orally to class on results. Show ways in which an individual can help to prevent or control respiratory diseases. Committees might do this through charts. Discuss "The Long Adventure".	3.8 4.2 4.11 11.2 11.3 11.23 13.1

SUPPLEMENTARY DISEASE UNIT

HEART DISEASES

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
The circulatory system is the transportation system of the body.	Develop a mural comparing the circulatory system to a railway, freeway, or motor transport system. Compare size of hearts in man and animals. Discuss why there is a difference. Design and work a jigsaw puzzle: Class color large heart on construction paper or plywood. (Make several) Cut into pieces to form a puzzle and have groups assemble each puzzle. (See Anatomy and Physiology Unit)	1.16 1.17 1.34 1.35 1.36 1.37 1.39 11.6 11.7 11.8 11.9

COMPETENCY III: Assume responsibility for prevention and control of disease within self and others

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Taking care of ourselves is important to our transportation system.	Invite the nurse to discuss how the heart works. Listen to heart with stethoscope and talk about why doctor examines you with a stethoscope. Write thank-you notes to the nurse and doctor who loaned the stethoscope. (Include with note pictures class draws.)	11.13

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Intermediate)	**SAMPLE LEARNING EXPERIENCES**
The circulatory system contains a variety of parts.	Using parts of circulatory system drawn on p imately 3' x 4' have students walk into plac circulatory system. Construct a heart with clay or on paper and identify the blood vessels leading to and fr Trace the course of the blood through the he Obtain a beef heart or lamb heart from your Identify the various parts of the heart and size and structure with a chart or model of heart. Cut open the chambers and demonstrat valves work. (See Anatomy and Physiology Unit)
Problems occur in the circulatory system.	Invite a school nurse or a doctor to discuss fever.

nderstand possible causes and effects of disease.

e)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
em f parts.	Using parts of circulatory system drawn on paper approximately 3' x 4' have students walk into place to form the circulatory system. Construct a heart with clay or on paper and locate and identify the blood vessels leading to and from the heart. Trace the course of the blood through the heart. Obtain a beef heart or lamb heart from your butcher. Identify the various parts of the heart and compare its size and structure with a chart or model of a human heart. Cut open the chambers and demonstrate how the valves work. (See Anatomy and Physiology Unit)	1.19 3.4 4.8 11.6 11.7 11.8 11.9 11.13
e	Invite a school nurse or a doctor to discuss rheumatic fever.	11.20 11.21 11.22 11.25 13.2

COMPETENCY III: Assume responsibility for prevention and control of diseases within self and others

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Food, exercise, rest, and other factors influence the health of the circulatory system.	Draw hearts with and without much collateral circulation. Discuss causes of the increase. Make posters or graphs showing: 1. number of days pupils were absent from school last year, 2. why colds should be cared for (strep sore throat), 3. what to do when pupils have a cold or sore throat. Discuss how smoking affects blood vessels. Ask an adult who smokes to come in and show the variation in heartbeat before and after inhaling cigarette smoke. (See Smoking and Health Unit)	11.14 11.15 11.16 11.17 11.18

COMPETENCY IV: Support programs organized to control disease local

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Many groups contribute to our knowledge and control of the circulatory system problems.	Design a scrapbook picturing people wh control, or do research on cardiovascu Class compose letter to Washington Sta asking for materials to learn about th problems. Develop display of material State Heart Association.

pport programs organized to control disease locally, nationally, and internationally.

)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
e to trol stem	Design a scrapbook picturing people who educate, treat, control, or do research on cardiovascular problems. Class compose letter to Washington State Heart Association asking for materials to learn about the heart and its problems. Develop display of materials from Washington State Heart Association.	11.10 11.11 11.12 11.16

DISEASE RESOURCES

(Preview all films; Review all materials

(* Teacher Reference)

1.0 BOOKS

*1.1 Holbrook, Stewart H. GOLDEN AGE OF QUACKERY. Collier
1.2 Ravielli, Anthony. WONDERS OF THE HUMAN BODY. Viking, 1954
1.3 Schatz, Albert. STORY OF MICROBES. Harper and Row, 1952
1.4 Zim, Herbert S. YOUR FOOD AND YOU. Morrow, 1957
1.5 Dietz, David. ALL ABOUT GREAT MEDICAL DISCOVERIES. Random, 1960
1.6 Calder, Ritchie. THE WONDERFUL WORLD OF MEDICINE. Garden City,
1.7 Beeler, Nelson and others. EXPERIMENTS WITH A MICROSCOPE. Crowe
1.8 Lewis, Lucia. FIRST BOOK OF MICROBES. Watts, 1955
1.9 Hume, Ruth Fox. GREAT MEN OF MEDICINE. Random House, 1961
1.10 Sutherland, Louis. MAGIC BULLETS. Little, Brown, 1956
1.11 Hemming, James. MANKIND AGAINST THE KILLERS. Longmans, 1956
1.12 Eberle, Irmengarde. MODERN MEDICAL DISCOVERIES. Crowell, 1963
1.13 Doland, Edward Jr. PASTEUR AND THE INVISIBLE GIANTS. Dodd, 1958
1.14 Marcus, Rebecca B. WILLIAM HARVEY, TRAILBLAZER OF SCIENTIFIC MEDI
1.15 Baker, Nina Brown. TEXAS YANKEE. Harcourt, 1955
1.16 Grant, Madeleine P. WONDER WORLD OF MICROBES. McGraw-Hill, 1964
1.17 Coy, Harold. DOCTORS AND WHAT THEY DO. Watts, 1956
1.18 Calden, Ritchie. THE WONDERFUL WORLD OF MEDICINE. Doubleday, 19
1.19 Hyde, Margaret O. MEDICINE IN ACTION, TODAY AND TOMORROW. McGra
1.20 Sullivan, Navine. PIONEER GERM FIGHTERS. Atheneum, 1962
1.21 Selsam, Millicent E. MICROBES AT WORK. Morrow, 1953
1.22 Lauber, Patricia. QUEST OF LOUIS PASTEUR. Garden City, 1960
1.23 Lietz, Gerald S. JUNIOR SCIENCE BOOK OF BACTERIA. Garrard, 1964
1.24 Gilbert, Miriam. KAREN GETS A FEVER. Medical Books for Children
1.25 Lerner, M. R. DEAR LITTLE MUMPS CHILD. Medical Books for Childr
1.26 Slaton, William and Slaton, Nellie. BACTERIA AND VIRUSES: FRIEND
1.27 Epstein, Jan and Epstein, Beryl. THE FIRST BOOK OF THE WORLD HEA
1.28 Riedman, Sarah Regal. SHOTS WITHOUT GUNS: THE STORY OF VACCINATI
1.29 Epstein, Sherrie S. PENNY, THE MEDICINE MAKER: THE STORY OF PENI
Children, 1960

DISEASE RESOURCES

(Preview all films; Review all materials)

(* Teacher Reference)

H. GOLDEN AGE OF QUACKERY. Collier
WONDERS OF THE HUMAN BODY. Viking, 1954
TORY OF MICROBES. Harper and Row, 1952
OUR FOOD AND YOU. Morrow, 1957
ABOUT GREAT MEDICAL DISCOVERIES. Random, 1960
THE WONDERFUL WORLD OF MEDICINE. Garden City, 1958
others. EXPERIMENTS WITH A MICROSCOPE. Crowell, 1957
ST BOOK OF MICROBES. Watts, 1955
REAT MEN OF MEDICINE. Random House, 1961
MAGIC BULLETS. Little, Brown, 1956
ANKIND AGAINST THE KILLERS. Longmans, 1956
. MODERN MEDICAL DISCOVERIES. Crowell, 1963
PASTEUR AND THE INVISIBLE GIANTS. Dodd, 1958
WILLIAM HARVEY, TRAILBLAZER OF SCIENTIFIC MEDICINE. Watts, 1962
TEXAS YANKEE. Harcourt, 1955
. WONDER WORLD OF MICROBES. McGraw-Hill, 1964
ORS AND WHAT THEY DO. Watts, 1956
THE WONDERFUL WORLD OF MEDICINE. Doubleday, 1958
MEDICINE IN ACTION, TODAY AND TOMORROW. McGraw-Hill, 1964
PIONEER GERM FIGHTERS. Atheneum, 1962
E. MICROBES AT WORK. Morrow, 1953
QUEST OF LOUIS PASTEUR. Garden City, 1960
JUNIOR SCIENCE BOOK OF BACTERIA. Garrard, 1964
KAREN GETS A FEVER. Medical Books for Children, 1961
R LITTLE MUMPS CHILD. Medical Books for Children, 1959
d Slaton, Nellie. BACTERIA AND VIRUSES: FRIENDS OR FOES? Prentice-Hall, 1965
stein, Beryl. THE FIRST BOOK OF THE WORLD HEALTH ORGANIZATION. Watts, 1964
al. SHOTS WITHOUT GUNS: THE STORY OF VACCINATION. Rand McNally, 1960
. PENNY, THE MEDICINE MAKER: THE STORY OF PENICILLIN. Medical Books for

1.30 Martin, Lealon E. CONQUEST OF DISEASE: THE CHALLENGE OF YOUR LIFE.
1.31 Ungermann, Kenneth A. RACE TO NOME. Harper and Row, 1963
1.32 Dubos, Rene. UNSEEN WORLD. Rockefeller Institute Press, 1962
1.33 Weart, Edith L. THE STORY OF YOUR RESPIRATORY SYSTEM. Coward-McCann,
1.34 Lauber, Patricia. YOUR BODY AND HOW IT WORKS. Random, 1962
1.35 Schneider, Herman and Schneider, Nina. HOW YOUR BODY WORKS. Scott,
1.36 Zim, Herbert S. OUR SENSES AND HOW THEY WORK. Morrow, 1956
1.37 Zim, Herbert S. WHAT'S INSIDE OF ME. Morrow, 1952
*1.38 Cameron, Charles. THE TRUTH AGOUT CANCER. Prentice-Hall, 1956
1.39 Zim, Herbert S. YOUR HEART AND HOW IT WORKS

*2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTME WELFARE, WASHINGTON, D. C. 20201

2.1 Mumps
2.2 Chicken Pox
2.3 Common Cold
2.4 Measles
2.5 Tetanus
2.6 Whooping Cough

3.0 FILMSTRIPS

3.1 Your Protection Against Disease, EBF
3.2 Man's Battle Against Disease, EGH
3.3 Men Who Helped Us Find Out (Pasteur, Reed, Curie, Lister), EGH
3.4 Your Blood System, HA
3.5 I'll Choose the High Road, ACS
3.6 To Smoke or Not to Smoke, ACS
3.7 Keeping Well, McG
3.8 The Long Adventure, WTA
3.9 Keeping Well and Happy, WTA
3.10 The Christmas Seal Crusade, WTA
3.11 Cancer, Challenge to Youth (in county and school audio-visual offices

E. CONQUEST OF DISEASE: THE CHALLENGE OF YOUR LIFE. Coward-McCann, 1961
eth A. RACE TO NOME. Harper and Row, 1963
NSEEN WORLD. Rockefeller Institute Press, 1962
THE STORY OF YOUR RESPIRATORY SYSTEM. Coward-McCann, 1964
a. YOUR BODY AND HOW IT WORKS. Random, 1962
an and Schneider, Nina. HOW YOUR BODY WORKS. Scott, 1949
OUR SENSES AND HOW THEY WORK. Morrow, 1956
WHAT'S INSIDE OF ME. Morrow, 1952
s. THE TRUTH AGOUT CANCER. Prentice-Hall, 1956
YOUR HEART AND HOW IT WORKS

S BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND
GTON, D. C. 20201

Against Disease, EBF
ainst Disease, EGH
Us Find Out (Pasteur, Reed, Curie, Lister), EGH
em, HA
High Road, ACS
to Smoke, ACS
cG
ure, WTA
d Happy, WTA
eal Crusade, WTA
ge to Youth (in county and school audio-visual offices) ACS

4.0 FILMS

4.1 Health Heroes: The Battle Against Disease, Coronet
4.2 Your Health in the Community, Coronet
4.3 Your Health: Disease and its Control, Coronet
4.4 How to Catch a Cold, WSH
4.5 How Our Bodies Fight Disease, EBF
4.6 Let's Have Fewer Colds, Coronet
4.7 Cleanliness and Health, Coronet
4.8 Circulation of the Blood, HA
4.9 Choosing Your Clothes for Health, Coronet
4.10 Your Health at School, Coronet
4.11 Community Health and You, McG
4.12 Health in Our Community, EBF
4.14 What is Disease, NorF
4.15 Immunization, EBF
4.16 Sniffles and Sneezes, McG
4.17 Your Friend the Doctor, Coronet
4.18 Germs and What They Do, Coronet
4.19 Joan Avoids a Cold, Coronet
4.20 How Billy Keeps Clean, Coronet
4.21 Dress for Health, EBF
4.22 Doctor, EBF
4.23 Eat for Health, EBF
4.24 Sleep for Health, EBF
4.25 Sense in the Sun, ACS
4.26 Your Protection Against Disease, EBF
4.27 The Clothes We Wear, CF
4.29 Alexander Learns Good Health Habits, Coronet

5.0 AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

5.1 Got a Cold...Huh? (poster)
5.2 How Your Body Fights Infection

11.0 AMERICAN RED CROSS, SEATTLE-KING COUNTY CHAPTER, 2106 SECON

11.38 The Story of Blood

WASHINGTON DIVISION, AMERICAN CANCER SOCIETY, 123 WEST HARR

*11.1 Facts and Figures
*11.2 The Hopeful Side of Cancer
*11.3 Narrowing the Search
11.4 101 Questions About Cancer
11.5 Youth Looks at Cancer

WASHINGTON TUBERCULOSIS ASSOCIATION, 230 SECURITIES BUILDIN

11.21 This is Mr. T.B. Germ
11.22 General Health Units, Ways to Keep Well and Happy (booklet,
11.23 The Long Adventure (booklet)
11.24 Crusade of the Christmas Seal
11.25 Animal Posters
11.26 Indian Posters
*11.27 Tuberculosis Tests for your Pupils
*11.28 Tuberculin Testing Handbook
*11.29 Introduction to Respiratory Diseases
11.30 Be Wise, Here is a Health Tip (poster)
*11.31 Fact Series
11.32 TB Facts in Picture Language
11.33 Help Fight TB
11.34 TB Basic Facts in Basic English
11.35 Respiratory Chart
11.36 School Health Posters
11.37 Lassie Tuberculin Testing

CROSS, SEATTLE-KING COUNTY CHAPTER, 2106 SECOND AVENUE, SEATTLE, WASHINGTON

Blood

IVISION, AMERICAN CANCER SOCIETY, 123 WEST HARRISON AVENUE, SEATTLE, WASHINGTON 98119

gures
Side of Cancer
e Search
s About Cancer
at Cancer

UBERCULOSIS ASSOCIATION, 230 SECURITIES BUILDING, SEATTLE, WASHINGTON 98101

T.B. Germ
th Units, Ways to Keep Well and Happy (booklet, poster, and filmstrip)
enture (booklet)
he Christmas Seal
rs
rs
Tests for your Pupils
esting Handbook
to Respiratory Diseases
e is a Health Tip (poster)

Picture Language
TB
ts in Basic English
Chart
h Posters
culin Testing

WASHINGTON HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

11.6	Heart Puzzle
11.7	Heart Model
11.8	Circulatory System Charts (large ones and individual ones)
11.9	Your Heart and How it Works
11.10	Innocent Heart Murmurs
*11.11	Heart Disease in Children (what teachers should know about children with heart disease)
*11.12	If Your Child Has A Congenital Heart Defect
11.13	How The Doctor Examines Your Heart
*11.14	Cigarette Smoking and Cardiovascular Disease
*11.15	Heart Attack
*11.16	A List of Materials for the Public
*11.17	Posters "On Risks"
11.18	Hearts and Hunting

ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

*11.19	Childhood Diseases
11.20	Smoking Kit (elementary)

13.0 PRUDENTIAL LIFE INSURANCE COMPANY, PUBLIC RELATIONS DIVISION, P. O. BOX 2314, LOS ANGELES, CALIFORNIA 90054

13.1	Childhood Diseases
13.2	Rheumatic Fever
13.3	It's Fun to be Healthy

FAMILY HEALTH

Overview

The influence of the family-- the basic unit of our society-

and the community is enormous. Yet, very little is done in our societ

selves well enough to select wisely the individual with whom they will

will mold other human beings. It is no wonder then that problems abou

is so little preparation for this task.

This unit provides opportunities for students to explore the

present day United States. Particular emphasis is placed on the famil

in providing for an individual's mental, physical and social health ne

provide students with a frame of reference as to the importance of the

tionship of family members to each other and the reciprocal importance

each other. Through this unit students can acquire knowledge about ho

being, grew and developed as persons and will in turn take their place

fully, through these learnings students will develop attitudes, knowle

to contribute effectively to their present and future family life.

There is overlapping between the family health unit and the

home economics and biology, and this provides an opportunity for the i

other. Careful coordination is necessary so that reinforcement rather

When discussing family problems, growth and development and r

wise to use natural, honest, simple answers and competent resource pers

to avoid the perpetuation of the myths which abound in this area of stu

FAMILY HEALTH

Overview

e of the family-- the basic unit of our society-- on the parents, the children
normous. Yet, very little is done in our society to help individuals know them-
select wisely the individual with whom they will build a home and with whom they
beings. It is no wonder then that problems abound and are increasing when there
on for this task.

ovides opportunities for students to explore the changing role of the family in
tes. Particular emphasis is placed on the family as the basic unit of our society
dividual's mental, physical and social health needs. An attempt has been made to
a frame of reference as to the importance of the family in our culture, the rela-
bers to each other and the reciprocal importance of families and individuals to
his unit students can acquire knowledge about how they individually came into
ped as persons and will in turn take their places in a family and community. Hope-
earnings students will develop attitudes, knowledge and skills which enable them
ely to their present and future family life.

rlapping between the family health unit and the information covered in social studies,
logy, and this provides an opportunity for the integration of each subject with the
nation is necessary so that reinforcement rather than monotony will take place.

ing family problems, growth and development and reproduction, the teacher will be
onest, simple answers and competent resource persons. Great care should be taken
ion of the myths which abound in this area of study.

COMPETENCIES

Competency I: Students understand and appreciate the significance of the family in western society.

Competency II: Students have knowledge for understanding and attitudes for accepting roles and responsibilities as family members.

Competency III: Students understand the interrelationships of family, cultural influences and personal development.

Competency IV: Students continuously contribute to a happy and effective family life.

COMPETENCY I: Understand and appreciate the significance of the family in western society.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
I am a member of a family.	Provide children with pictured ditto sheets of typical family members. Children color, clip and paste in their own family album. Discuss and draw pictures of different types of homes in which people live. (small houses, trailers, hotels, large houses) Emphasize by discussion or stories the differences in families (size, types of members, housing). (See Community Health Unit)	1.1 1.5 3.11 3.20 4.1 4.38
Families do many things together.	Draw pictures of things families can do together. Display pictures of families and chart stories about what the families are doing.	3.5 3.9 4.2
I am a member of a school family (classmates, teachers, teachers, principal, custodian).	Talk about the similarities and differences in the school and home family (example--size of family).	3.4 4.6

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*	
	Discuss (early in the school year) ways in which we can make living together in the classroom safer, more comfortable, friendlier, etc. Chart hours you are in school and compare with waking hours at home on a school day to emphasize the time spent with the school family. (See Safety Education Unit)		
Animals are members of animal families.	Talk about the care of pets and what you have to do for a baby animal if it is not with its mother. Discuss how a mother bird takes care of a baby with a broken wing.	1.12 1.13 1.20 1.22 1.33	1.3 3.2 4.2 4.3

COMPETENCY II: Develop roles and responsibilities as family members.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Grown-ups help me stay safe, happy, healthy, clothed, fed and secure.	Show pictures of happy families. Children list things that make a family happy. Learn games that whole families can play together regardless of age. Interview parents to find out where family income is derived, why a family must have money and how it affects each member of the family. Make puppets and prepare a skit to show how parents help us (or use a home center and role play). (Take us for immunizations, feed us, etc.) (See Mental Health Unit)	1.2 1.4 1.24 3.6 3.7 4.31
Girls and boys are alike in some ways and different in some ways.	Participate in games boys and girls like to play together. Discuss differences in boys and girls (girls wear dresses, boys open doors for girls, toys)	1.15
My school community helps me to stay safe, well and happy. (Friends, nurse, school patrol)	Draw pictures of what the nurse and teacher do for children. Discuss how children can help a new student in the classroom.	1.14 3.16

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Make "helping hands" chart for room duties. Develop room rules through class discussion. (See Consumer Health, Mental Health, and Community Health Units)	
Girls and boys help at home and at school.	Make a Mother's Day Card of "helping hands". (jobs they will do at home) Discuss ways children can help the teacher and other children without having some specific job assigned to them. Discuss what happens when duties are not carried out. (See Community Health Unit)	3.1 3.4 3.8 3.10 3.14 4.2 4.5 4.25 4.27 4.30

COMPETENCY III: Understand interrelationships of family, cultural influence, and personal developmen

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
I am partly the result of family customs.	Make a bulletin board display of people of other countries, emphasizing differences in clothes, customs, etc. Read stories about family life in other lands. (See Mental Health Unit)	1.10 4.13 4.14 4.15
I learn about other countries and cultures at school.	Bring culture objects of various nationalities for display. Taste foods appropriate to other countries. Play new games appropriate to other countries. (See Nutrition Unit)	3.17 3.18 4.23 4.28
School helps me learn about the culture I live in.	List qualities desired in school patrol members and how this affects them. (Need for authority) (See Safety Education Unit) Discuss the wonderful things about this country. Bring pictures of new foods eaten at school and discuss new games learned. (See Nutrition Unit)	4.15

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Families help others in the community.	Discuss neighborhood activities, cooperative projects of neighbors, P.T.A., cub scouts, bluebirds. (See Consumer Health and Community Health Units)	

COMPETENCY IV: Continuously contribute to the development of happy and effective family life.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Living things come from living things.	Plant seeds and observe growth. Incubate and hatch eggs. Class borrow or make simple incubator for hatching hen eggs. (See local hatchery or wild life service.) Collect magazine pictures of cats and kittens, dogs and puppies, etc. Write a story about animal families. Develop a mural of cat families, dog families, frog families, human families. Discuss: a. like begets like (cats have kittens, humans have babies) b. babies come from mothers c. animals and people care for their own and for others	1.3 1.9 1.11 1.19 1.21 1.22 1.26 1.35 3.5 3.19 3.22 4.16 4.17 4.19 4.20 4.21 4.22 4.29 4.40 5.2 5.3

COMPETENCY I: Understand and appreciate the significance of the fam

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Membership in a family can give one pride.	Conduct a panel discussion on "How Impor Loyality".
Family patterns differ throughout the United States and throughout the world.	Write paragraphs on "What My Family Mean Construct a mural showing the difference patterns in colonial times and in presen Discuss family patterns in some foreign
Families may have problems but they can work together to achieve a happy family unit. (broken home, death, physically or mentally handicapped, disruption of normal patterns--unemployment)	Discuss the effect of the death of a pet. Dramatize a family council meeting to ill of handling problems. Work in buzz groups to develop ideas on h adjust to various family patterns. (work new baby in the family, illness in the fa (See Mental Health Unit)

derstand and appreciate the significance of the family in western society.

)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
y can	Conduct a panel discussion on "How Important is Family Loyality".	
r States rld.	Write paragraphs on "What My Family Means to Me". Construct a mural showing the difference between family patterns in colonial times and in present day. Discuss family patterns in some foreign country.	1.7 4.34 1.10 4.35 3.15 4.36 4.14 4.37 4.23 4.33
lems ther ily eath, n of loy-	Discuss the effect of the death of a pet. Dramatize a family council meeting to illustrate one way of handling problems. Work in buzz groups to develop ideas on how a family can adjust to various family patterns. (working mother, a new baby in the family, illness in the family) (See Mental Health Unit)	1.1 1.2 1.25 4.24 4.25

COMPETENCY II: Develop roles and responsibilities as family members.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Each member of a family has certain responsibilities.	Write about "What things do I do that make happy?" (or unhappy?) Discuss what is involved in providing for Make a bulletin board of things that need in the home. Who is responsible for them
Joint planning and mutual confidences unite families.	Discuss and list advantages of being a fam Plan special outings, acting out roles an of each family member. (See Mental Health Unit)
Understanding among family members can help with problems of growing up.	Plan (with parental help and participatio "Parent Selection of T.V. Programs" vs "Ch of T.V. Programs". List ways in which growing takes place. (of the problens of growing up-- gaining in feeling secure, assuming responsibility, e growth.)

op roles and responsibilities as family members.

	SAMPLE LEARNING EXPERIENCES	**RESOURCES**
has .	Write about "What things do I do that make my family happy?" (or unhappy?)	
	Discuss what is involved in providing for a family.	
	Make a bulletin board of things that need to be done daily in the home. Who is responsible for them?	1.15 1.45 1.44
l es.	Discuss and list advantages of being a family member.	3.4
	Plan special outings, acting out roles and responsibilities of each family member.	
	(See Mental Health Unit)	
ly ob-	Plan (with parental help and participation) a debate on "Parent Selection of T.V. Programs" vs "Child Selection of T.V. Programs".	4.25 5.2
	List ways in which growing takes place. (What are some of the problens of growing up-- gaining independence, feeling secure, assuming responsibility, eating for healthy growth.)	

COMPETENCY IV: Continuously contribute to the development of happy an

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
How life begins is a wondrous miracle.	Present to class the fertilization process simple animals. (amoeba, hydra, earthworm Develop vocabulary from resource number 1. Diagram parent fern showing sperm entering this discussion by diagraming chicken egg parts-- point out sperm must enter egg for Compare embryo needs of chicken and human are taken care of: i.e., warmth-- hen sit body; food-- yolk, placenta; protection-- sac.
Heredity partly determines who you are.	Discuss differences between heredity and e Illustrate hair and eye colors of family m (See Heredity and Environment Unit)
An egg grows into a baby.	Discuss film on egg development. Review p with regard to how the seed develops withi Discuss the part of human female that hous (fertilized egg) for nine months. Graph g of various animals.

tinuously contribute to the development of happy and effective family life.

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***	
	Present to class the fertilization process of plants and simple animals. (amoeba, hydra, earthworm, fern, tulip) Develop vocabulary from resource number 1.41. Diagram parent fern showing sperm entering egg; follow this discussion by diagraming chicken egg and labelling parts-- point out sperm must enter egg for chick to grow. Compare embryo needs of chicken and human and how needs are taken care of: i.e., warmth-- hen sitting, mother's body; food-- yolk, placenta; protection-- albumen, liquid sac.	1.6 1.8 1.14 1.28 1.29 1.31 1.32 1.41 1.43 4.9 4.12 4.16 4.18	5.1 5.4
ines	Discuss differences between heredity and environment. Illustrate hair and eye colors of family members. (See Heredity and Environment Unit)		
by.	Discuss film on egg development. Review parts of flower with regard to how the seed develops within ovual. Discuss the part of human female that houses the seed (fertilized egg) for nine months. Graph gestation periods of various animals.	1.3 1.28 1.30 1.31 1.32 1.33 4.3 4.12	4.18 4.39 5.1 5.4

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
	Outline the stages of growth of the hum tilization to birth.
When the baby has been in his or her mother about nine months, the baby is born.	Discuss where students were born e.g., for mother and baby. Compare how soon some animals are able themselves after birth while others nee
A baby grows into a school child.	Discuss how much some students weighed the rapid changes that took place withi years. Prepare a chart of the needs of the chi school age and how these needs are prov
Growth and developmental changes occur but with individual differences.	Obtain personal height and weight measu each class member on a graph. Discuss ence growth. (food, heredity, glands, Collect, as a class, pictures of well-k people; prepare a bulletin board; discu body build. (See Anatomy and Physiology and Menta

te)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Outline the stages of growth of the human embryo from fertilization to birth.	
een in bout nine born.	Discuss where students were born e.g., hospital with care for mother and baby. Compare how soon some animals are able to take care of themselves after birth while others need close care.	1.21 1.33 1.28 1.37 1.29 1.41 1.30 4.16 1.31 5.1 1.32
school	Discuss how much some students weighed when born and the rapid changes that took place within the first few years. Prepare a chart of the needs of the child from birth to school age and how these needs are provided for by adults.	1.27 1.28 1.30 1.31 1.34 5.1
ental ith indi-	Obtain personal height and weight measurements and plot each class member on a graph. Discuss factors that influence growth. (food, heredity, glands, etc.) Collect, as a class, pictures of well-known, important people; prepare a bulletin board; discuss differences in body build. (See Anatomy and Physiology and Mental Health Units)	1.30 1.34 4.10 5.1 5.3

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Puberty brings body changes including secondary sex characteristics.	View and discuss a film on human growth. Develop lists of changes during puberty. growth, voice change, muscle development development, rounding contours, complexi View and discuss a film on menstruation.
Physical, mental and social growth and maturity are interrelated.	Create posters of what individuals could of age and what they can do now. (physi etc.) Role play "What would you do if...?" (See Mental Health Unit)
Families may be strengthened or weakened by various factors. (i.e., love, adoption, spiritual values, security, illness, fighting)	Write a story about how most mothers in their young. List things parents do that might show lo students do for other family members at v show they love them (e.g., during illness days.) (See Mental Health Unit)

e)	SAMPLE LEARNING EXPERIENCES	RESOURCES
changes sex	View and discuss a film on human growth.	1.6 4.11 1.16 5.1 1.17 5.3 1.18 11.1 1.27 11.2 1.28 11.3 1.30 11.4 1.33 12.1 1.34 12.2 1.38 12.3 1.39 12.4 1.40 12.5 3.13 12.6 4.3 12.7 4.4 4.8
	Develop lists of changes during puberty. Boys-- beard growth, voice change, muscle development. Girls-- breast development, rounding contours, complexion trouble.	
	View and discuss a film on menstruation.	
social are	Create posters of what individuals could do at four years of age and what they can do now. (physically, socially, etc.)	
	Role play "What would you do if...?"	
	(See Mental Health Unit)	
ngthened us fac- adop- es, ighting)	Write a story about how most mothers in nature will defend their young.	1.1 1.7 1.23 1.28 1.30 1.34 4.10
	List things parents do that might show love; list what students do for other family members at various times to show they love them (e.g., during illness, daily, special days.)	
	(See Mental Health Unit)	

FAMILY HEALTH RESOURCES

(Preview all films; Review all materials)

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HEREDITY AND ENVIRON

Overview

The mapping of chromosomes; man's influencing heredity by m
the solution of health problems--these are some of the possibilities
geneticist. Recent research on nucleic acid moves us closer to the a
Each individual needs understanding, appreciation and a feeling of re
tremendous increase in knowledge of the basic genetic mechanism of ma
influence this basic potential through environment.

Careful teaching must be done to eliminate the formation of
dents such as the inferiority or superiority of any race or group of
taken to avoid any embarrassment to students through reference to spe
present within their own families.

This unit correlates well with the Family Health, Communit
and Mental Health units.

HEREDITY AND ENVIRONMENT

Overview

of chromosomes; man's influencing heredity by modifying the nucleic structure;
h problems--these are some of the possibilities in the exciting world of the
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understanding, appreciation and a feeling of responsibility as he lives with this
n knowledge of the basic genetic mechanism of man and our increasing ability to
potential through environment.
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eriority or superiority of any race or group of people. In addition, care must be
mbarrassment to students through reference to specific characteristics which may be
own families.
orrelates well with the Family Health, Community Health, Anatomy and Physiology
ts.

COMPETENCIES

Competency I:	Students understand the interrelationships of heredi this knowledge in forming attitudes and behaving so
Competency II:	Students understand genetic substances, their transm heredity and the impact of this information on livin
Competency III:	Students understand genetic and somatic variations a ever actions might be possible to accept or eliminat
Competency IV:	Students understand eugenics and euthenics as an inf individual and social decisions.

COMPETENCIES

Students understand the interrelationships of heredity and environment and utilize this knowledge in forming attitudes and behaving so that self-improvement occurs.

Students understand genetic substances, their transmission, the basic laws of heredity and the impact of this information on living things.

Students understand genetic and somatic variations and disorders and support whatever actions might be possible to accept or eliminate these variations and disorders.

Students understand eugenics and euthenics as an influence in making intelligent individual and social decisions.

COMPETENCY I: Utilize the understanding of heredity and environment and their interrelationship to improve self.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
There are likenesses and differences among living organisms.	Make charts: We are alike. We are different. Children illustrate through a variety of media. Demonstrate that there is air in water: Put a bottle upside down in aquarium, observe bubbles. Fish must get oxygen through gills. Human beings get oxygen from air through lungs. Observe how plants obtain food through leaves and roots. Contrast this with the ways in which other living things obtain their food.	1.2 1.4 1.6
Living things are alike in many significant ways.	Make a pictorial display of similar needs of all living things. (air, light, food, rest, water, etc.) Discuss and observe other ways we are alike. We all have teeth, lungs, bones, muscles, hearts, etc. We have similar feelings.	4.1 4.2
Living things are affected by their environment.	Grow two sets of plants-- give one proper care and deprive other of good soil, water, sunlight. Frequently compare and discuss results.	1.8 1.9 1.10 1.11 4.3 4.17

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
	Poem: The Jolly Wood Chuck. Discuss homes of hibernating animals and how they are used for a winter sleep. Make paper dolls having different clothing for various seasons or for various climates.	
Living things can influence their environment.	Discuss ways in which people can change their environment in the classroom, home or community. (painting, rearranging, beautifying, etc.)	4.4 4.5
Curiosity about our environment leads to a better understanding of the environment.	Take a neighborhood walk to discover interesting things in the immediate environment. Keep a what and why corner; change often. Play game: "What did you see on the way to school?" (See Anatomy and Physiology Unit--Senses)	1.12 1.13 4.6

COMPETENCY II: Understand genetic substances, their transmission, the basic laws of heredity and the impact of this information on living things.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
There are male and female humans, just as there are male and female forms in plant and animal life.	Visit a farm or zoo. Observe the male and female animals. Note the differences in color, size, plumage, etc. Discuss the children's families. Note the differences in appearance, size, tastes, activities between the mothers and fathers, sons and daughters. (See Family Health Unit)	
Each parent contributes something to its offspring.	Show a film (4.8) which pictures the female fish spawning eggs and the male laying milt over them. The eggs are fertilized by the milt. Children bring to school pictures of their own families. Observe the ways in which the children are like the father, mother, aunt, uncle, grandparents. Write and illustrate the following pages for a booklet: 1. How I am like my mother. 2. How I am like my father. 3. How I am different from my mother. 4. How I am different from my father. (Or select any relative or adult.)	1.4 4.8

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Each species reproduces its own kind.	Show children packets of various vegetable or flower seeds. Plant the seeds. Observe that the seeds produce the kinds of plants from which they came. Plant cuttings from geranium or ivy plants. Discover that the new plant is the same as the one from which the cuttings were made. Observe the birth of fish in an aquarium. Discover that the baby fish are like the parent except they are smaller. Visit a zoo or farm to observe that the baby animals are like the parents except for size. If this is not possible, use pictures of mother and baby animals. Make a mural or bulletin board using children's animal pictures. (See Family Health Unit)	1.14 1.15 1.20 1.23
Related living things reproduce in similar ways.	Show the class an uncooked egg and a baby chicken. (Use a picture if a chicken is not available.) Develop the idea that the chicken once lived in the egg and was nourished by it.	1.15 1.16 1.17 1.19 1.21 1.24 1.25 1.26 1.27

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Sprout beans on wet blotter or sponge to observe reproduction of seeds. Display pictures of mammals and their babies. Observe the ways in which all these animals are alike. (Through discussion help the children to discover that these animals do not lay eggs.) Share information about the birth of pets at home or bring the babies to school and discuss the fact that these animals were born alive.	
Related living things develop in similar ways.	Observe a caterpillar as he begins to spin his cocoon until he emerges as a moth. Read "Fuzzy Wuzzy and Creepy Crawly" by Lillian Schulze Vandol. Obtain a sample of pond water. Observe the development of the frog eggs. Bring snapshots of self as a baby. Draw or paint pictures of how you would like to look when you are grown. (Use these pictures with the children's names attached for a bulletin board display headed, "Once We Were Little. Someday We Will Be Bigger".	1.18 1.22 1.27 1.28

COMPETENCY I: Utilize the understanding of heredity and environm
to improve self.

CONCEPTS (Intermediate)	**SAMPLE LEARNING EXPERIENCES**
A living thing reproduces itself and develops and interacts in a given environment.	Plant, observe, and record growth of environments. Observe natural reseeding on school g borhood, e.g., Douglas Fir, dandelion Collect flowers in different states o dissect ovaries to note changes in se Grow bacteria on agar plates. Take field trip to aquarium. Use microscope to observe a cross sec observe growth and environmental infl
Organisms inherit traits which modify the environment and they may become modified themselves.	Construct dioramas to show seasonal c colorations. Draw maps showing migration routes an wildlife. Observe and discuss home building of a Make reports and illustrations showin estivation of various animals.

tilize the understanding of heredity and environment and their interrelationship
o improve self.

e)	SAMPLE LEARNING EXPERIENCES	RESOURCES
oduces and n envi-	Plant, observe, and record growth of seeds in different environments. Observe natural reseeding on school grounds or in neighborhood, e.g., Douglas Fir, dandelions. Collect flowers in different states of maturity and dissect ovaries to note changes in seed development. Grow bacteria on agar plates. Take field trip to aquarium. Use microscope to observe a cross section of a tree; observe growth and environmental influences on growth.	1.1 1.5 1.7 1.30 3.2 4.9 4.16 4.21 4.22 4.26 6.1
raits viron- ecome .	Construct dioramas to show seasonal changes and protective colorations. Draw maps showing migration routes and cycles of various wildlife. Observe and discuss home building of animals. Make reports and illustrations showing hibernation and estivation of various animals.	1.5 1.7 4.12 4.13 4.14 4.7 4.18 4.19 4.25 4.27 4.28

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
	Read about and report to classro dormancy is an adaptation to red List the things man does to modi suit his needs. (adjusting clot Make models of dinosaurs and fos environment and explain the chan brought their extinction.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Read about and report to classroom estivation to realize dormancy is an adaptation to reduce water use by cells. List the things man does to modify environment to better suit his needs. (adjusting clothing to temperature) Make models of dinosaurs and fossils showing typical environment and explain the changing environment which brought their extinction.	

COMPETENCY II: Understand genetic substances, their transmission and the impact of this information on living thin

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Each parent organism contributes its own peculiar characteristics to its offspring.	Observe mother and young for family (ducks, snakes, spiders, crabs) Collect parent and seedling from de (alders, maples, willow) Take field trip to a zoo or farm an young for characteristics. List individually the physical char similar to those of parents or gran
All living things develop from a single cell which is the unit of structure and function.	Collect frog, toad, salamander eggs illustrate developmental stages. Construct bulletin board display sh Make models or drawings of cell str Observe by microscope potato or on nucleus, cytoplasm and cell membra Make a clay model showing budding Demonstrate the reproduction of ye Read and discuss division of ferti applicable to multiple birth. (See Anatomy and Physiology Unit

Understand genetic substances, their transmission, the basic laws of heredity and the impact of this information on living things.

ate)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
ism con- peculiar o its off-	Observe mother and young for family characteristics. (ducks, snakes, spiders, crabs)	1.1 1.7 3.1 4.11 4.15 4.21 4.30
	Collect parent and seedling from deciduous tree forms. (alders, maples, willow)	
	Take field trip to a zoo or farm and observe mother and young for characteristics.	
	List individually the physical characteristics that are similar to those of parents or grandparents. Illustrate.	
develop l which is ture and	Collect frog, toad, salamander eggs and watch, record and illustrate developmental stages.	
	Construct bulletin board display showing cell structure.	
	Make models or drawings of cell structure.	
	Observe by microscope potato or onion cells, noting nucleus, cytoplasm and cell membrane.	
	Make a clay model showing budding of yeast cell.	3.1 4.16
	Demonstrate the reproduction of yeast cells.	
	Read and discuss division of fertilized egg cells as applicable to multiple birth. (See Anatomy and Physiology Unit)	

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCE*
The pattern of the organism is passed along to new cells by duplication of chromosomes and their DNA content.	Observe paramecium dividing. (bioscopic activity) Discuss ancestry of various plants, flowers or animals. Construct simplified model of DNA molecule to illustrate how it carries genetic culture traits. Report on Mendel. Investigate the law of recessive and dominant traits as evidenced in polled herefords, Beltsville turkeys, Santa Gertrudis cattle. Demonstrate blending by mixing paints or use of plastic sheets.	1.7 1.29 1.30 1.31 1.32 11.1

HEREDITY AND ENVIRONMENT RESOURCES

(Preview all films; Review all materia

1.0 BOOKS

1.1 Editors of Life. WONDERS OF LIFE ON EARTH. Golden Press, 19
1.2 Brandwein, Paul F. and others. CONCEPTS IN SCIENCE. Harcour
1.4 Green, Mary. IS IT EASY? IS IT HARD? William R. Scott, 196
1.5 Selsam, Millicent E. AROUND THE WORLD WITH DARWIN. Harper a
1.6 Brenner, Barbara. MR. TALL AND MR. SMALL. William R. Scott,
1.7 Randal, Judith. ALL ABOUT HEREDITY. Random House, 1963
1.8 Arbuthnot, May. TIME FOR POETRY. (Edey, Marion and Dorothy
Scott, Foresman and Company, 1964
1.9 Barker, Will. WINTER SLEEPING WILD LIFE. Harper and Brother
1.10 Bancroft, Herrietta and Van Gelder, Richard G. ANIMALS IN WI
1.11 Adelson, Leone. ALL READY FOR WINTER. McKay, 1952
1.12 Borten, Helen. DO YOU SEE WHAT I SEE? Hale and Co., 1964
1.13 Borten, Helen. DO YOU HEAR WHAT I HEAR? Abelard-Schuman, 19
1.14 Selsam, Millicent E. PLAY WITH SEEDS. Morrow, 1957
1.15 Jordan, Helene. HOW A SEED GROWS. Crowell, 1960
1.16 Selsam, Millicent E. ALL ABOUT EGGS. Morrow, 1956
1.17 Selsam, Millicent E. EGG TO CHICK. Morrow, 1957
1.18 McClung, Robert M. CATERPILLARS AND HOW THEY LIVE. Morrow J
1.19 Darby, Gene. WHAT IS A BUTTERFLY? Benefice Press, 1959-1960
1.20 Darby, Gene. WHAT IS A PLANT? Benefice Press, 1959-1960
1.21 Darby, Gene. WHAT IS A COW? Benefice Press, 1959-1960
1.22 Darby, Gene. WHAT IS A FROG? Benefice Press, 1959-1960
1.23 Darby, Gene. WHAT IS A TREE? Benefice Press, 1959-1960
1.24 Darby, Gene. WHAT IS A BIRD? Benefice Press, 1959-1960
1.25 Kay, Helen. AN EGG IS FOR WISHING. Abelard-Schuman, 1966
1.26 Selsam, Millicent E. ANIMALS AS PARENTS. Morrow, 1964
1.27 Selsam, Millicent E. THE COURTSHIP OF ANIMALS. Morrow, 1964
1.28 Harris, Louise Dyer and Dyer, Norman. FLASH, THE LIFE STORY
1.29 SCIENCE HANDBOOK. Experiments, Demonstrations, and Activitie
Curriculum Guide for Grades 7, 8, and 9. Superintendent of Pu

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n, Paul F. and others. CONCEPTS IN SCIENCE. Harcourt, Brace and World, 1966
ary. IS IT EASY? IS IT HARD? William R. Scott, 1960
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oresman and Company, 1964
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Millicent E. ANIMALS AS PARENTS. Morrow, 1964
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Louise Dyer and Dyer, Norman. FLASH, THE LIFE STORY OF A BUTTERFLY. Little, Brown and Co., 1966
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um Guide for Grades 7, 8, and 9. Superintendent of Public Instruction, Olympia, 1959

1.30 Ashbaugh, Byron L. and Beuschlein, Muriel. THINGS TO DO IN SCIE
state Printers and Publishers, Inc., 1960
1.31 Hutchins, Carleen Maley. LIFE'S KEY-- DNA. Coward-McCann, 1961
1.32 Zim, Herbert Spencer. HOW THINGS GROW. Morrow, 1960

3.0 FILMSTRIPS

3.1 Mechanism of Inheritance, McG
3.2 Animal and Plant Relationship, McG

4.0 FILMS

4.1 Living and Non-Living Things, Coronet
4.2 What's Alive, FA
4.3 Animals in Winter, EBF
4.4 Animals in Autumn, EBF
4.5 Beaver, EBF
4.6 Rainshower, CF
4.7 Small Animals of the Plains, WD
4.8 Fish and Their Characteristics, Coronet
4.9 Poultry on the Farm, EBF
4.11 The Fruits of Plants, Cenco
4.12 Migration of Birds, EBF
4.13 Camouflage in Nature, Coronet
4.14 Camouflage in Nature (pattern), Coronet
4.15 Field Trip to a Fish Hatchery, Coronet
4.16 Life Cycle of the Sockeye, EBF
4.17 Animals of the Desert, BF
4.18 Animals and Their Homes, Coronet
4.19 Adaptations in Animals, McG
4.21 Reproduction in Plants, Coronet
4.22 Wonders of Plant Growth, CF
4.25 Camouflage in Nature Through Pattern Matching, Coronet
4.26 Plants Make Food, CF
4.27 Hibernation and Other Forms of Dormancy, EBF
4.28 Camouflage in Nature and Through Form and Color Matching, Corone
4.30 Reproduction in Animals, Coronet

on L. and Beuschlein, Muriel. THINGS TO DO IN SCIENCE AND CONSERVATION. The Inter-
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n-Living Things, Coronet
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nter, EBF
tumn, EBF

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of the Plains, WD
r Characteristics, Coronet
e Farm, EBF
Plants, Cenco
Birds, EBF
Nature, Coronet
Nature (pattern), Coronet
a Fish Hatchery, Coronet
the Sockeye, EBF
e Desert, BF
heir Homes, Coronet
n Animals, McG
in Plants, Coronet
ant Growth, CF
Nature Through Pattern Matching, Coronet
ood, CF
nd Other Forms of Dormancy, EBF
Nature and Through Form and Color Matching, Coronet
in Animals, Coronet

6.0 SCHOLASTIC MAGAZINE

6.1 Science World. Volume 12, No. 9. April 1, 1966

11.0 NATIONAL FOUNDATION, 307 ORPHEUM BUILDING, FIFTH AND STEWART STR

11.1 How To Make Your Own Take-Apart Model of DNA

IC MAGAZINE

World. Volume 12, No. 9. April 1, 1966

FOUNDATION, 307 ORPHEUM BUILDING, FIFTH AND STEWART STREETS, SEATTLE, WASHINGTON 98101

ake Your Own Take-Apart Model of DNA

MENTAL HEAL

Overview

This unit is an integral part of all other units. M
units and therefore is an excellent introductory unit.

Mental health should be approached, as far as possib
and not interpreted to mean mental illness. Teachers are not
involved in diagnosis and treatment; the purpose of teaching m
develop attitudes which help to deal with problems which stude
problems from occuring.

Such problems as suicide, alcoholism, drug addictio
reckless driving and prejudice may be prevented if individuals
life to try to understand themselves. Self-understanding is
understandings and which allows the individual to accept and

Teachers must realize that any contact with any chi
to his mental health. In addition good teachers will realize
cepts found in this unit.

It is the purpose of this unit to focus the students
relates to him as a becoming individual.

MENTAL HEALTH

Overview

is an integral part of all other units. More than this, it is basic to the other
is an excellent introductory unit.

lth should be approached, as far as possible, as a positive factor of good health
to mean mental illness. Teachers are not psychoanalysts and, therefore, cannot be
s and treatment; the purpose of teaching mental health is to give knowledge and
ich help to deal with problems which students encounter or which help to prevent
ng.

ems as suicide, alcoholism, drug addiction, mental illnesses, divorce, tension,
prejudice may be prevented if individuals begin early and continue throughout
stand themselves. Self-understanding is the key which opens the doors to all other
ich allows the individual to accept and have concern for others.

ust realize that any contact with any child may contribute positively or negatively
In addition good teachers will realize that they already teach many of the con-
nit.

urpose of this unit to focus the students' attention on mental health as it
ecoming` individual.

COMPETENCIES

Competency I: Students understand and accept themselves as far as it is p

Competency II: Students understand and accept others as individuals.

Competency III: Students understand the relationship of individuals and soc adjustment to a changing society.

Competency IV: Students understand the factors in our society which contri mental disability and illness and change these factors, as

Competency V: Students understand mental retardation, its causes, possibl ments.

COMPETENCIES

Students understand and accept themselves as far as it is possible to know themselves.

Students understand and accept others as individuals.

Students understand the relationship of individuals and society and attain a personal adjustment to a changing society.

Students understand the factors in our society which contribute to emotional and mental disability and illness and change these factors, as far as possible.

Students understand mental retardation, its causes, possible preventions and adjustments.

COMPETENCY I: Understand and accept themselves.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
"You" as an individual are important.	Plan a booklet entitled "All About Me." Draw yourself on the cover or make a picture of yourself with such materials as yarn for hair, straws for limbs, etc. Draw pictures of things you like to do, your own possessions, etc. Talk about your first name and names you have given pets. Dramatize "things I like to do," "things I like," or "the pet I'd like to own." Discuss differences and similarities in children. (Look at noses, eyes, hair, ears, etc.) Make finger and hand prints to compare. (See Heredity Unit)	1.8 1.11 4.3
Every person has his own potential which increases with age; his success must be judged in terms of his own individual potential.	Discuss what you expect from your pets (the things they can and cannot do). Discuss or demonstrate what you do now that you could not do when you were younger. (See Anatomy and Physiology Unit)	1.7 1.11 1.39

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
	Draw pictures of what you would like to be when you grow up. Discuss why we have different learning levels. (eagles, sparrows, robins, etc.) (See Health Careers Unit)	
You can be proud of the things you do well.	Make a mural about how you help at school or at home. (carry dishes to table, hang up clothes, put things away, keep desk neat, help clean school room, etc.)	1.9 1.27 1.32 4.1
Life has joy and pleasure and sometimes has sorrow and unpleasantness, too.	Dramatize how you feel when you are glad or happy and angry or sad. Talk about the things that cause you to feel this way. List things we can do if we have upset feelings.	4.2 4.9 4.30

COMPETENCY II: Understand and accept others as individuals.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Rights and property of others need to be respected.	Discuss why you should respect other people's property and other people's rights. (Rules of play, being punctual, taking turns, leaving other people's belongings alone.)	1.13 1.20 4.4 4.5 4.11 4.19 4.23 4.26 4.28 4.38
	Discuss why all people are important.	
Sharing, taking turns and giving in occasionally can give pleasure.	Make a good-deed box; write about the good things done during the day.	
	Draw pictures of people doing nice things for others.	
	Discuss what it means to "put yourself in someone else's shoes."	
There is a difference between tattling and concern.	Explain why we tattle. Talk about what a good citizen does.	
Ambivalent feelings are normal.	Discuss feelings such as, "I want to win the game but I'd have to cheat to win-- should I?" or, "I'm sick-- I want to go to school but I might give my cold to someone else."	

COMPETENCY III: Attain a personal adjustment to a changing society.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
New experiences can give satisfaction.	Make a bulletin board display of pictures of happy people who spend some of their time trying to help others without feeling that they must get something in return.	4.9 4.25 4.27
	Display pictures of places children would like to go or activities they would like to do and have them tell why they want to do these things.	
The home, the school, the church and the community can be nice, warm and safe places to be.	Draw pictures of happy children in families.	1.12 1.26
	Write a story about "Why my family is important to me." (See Family Health Unit)	
	Enumerate things which make the world (community) a good place to live. Discuss why these are good and how they help us. (family, friends, community helpers, plants, animals, clothing, work, liberties, recreation) (See Consumer Health and Community Health Units)	
There are reasons for most rules or laws.	Discuss what "yes" and "no" means. Make "yes" and "no" charts for classroom behavior.	1.16 4.10 4.11 4.15

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Discuss why these are rules. Make poster with class-developed rules for conduct at school. Role play a class situation with and without rules. (See Safety Education and Consumer Health Units)	

COMPETENCY I: Understand and accept themselves.

CONCEPTS (Intermediate)	**SAMPLE LEARNING EXPERIENCES**
Increasing independence can be achieved. (Care for self and possessions, thinking for self.)	Draw pictures illustrating hazards of not and possessions. (books in aisle or feet Discuss responsibilities you have assumed year and what you hope to assume by fifth, seventh grades. (See Anatomy and Physiology Unit)
Maintenance of self-control without loss of self-respect can be learned.	Demonstrate ways to "let off steam." (th bies, talking, etc.) Discuss: why we fight, what fighting acco we understand another person's point of vi Discuss: "Everyone makes mistakes but we these mistakes." Write an example of an ence of this. (or learning from disappoi
Individuals can develop habits which help them.	Role play good study habits vs poor study Discuss the occasional use of "bad" words if this becomes a habit.
Learning to evaluate is part of the growing-up process.	Discuss how to use the following in everyd "Is it good?" "Is it truthful?" "Is it h

l: Understand and accept themselves.

ediate)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
pendence can Care for self , thinking for	Draw pictures illustrating hazards of not caring for self and possessions. (books in aisle or feet in aisle) Discuss responsibilities you have assumed within the past year and what you hope to assume by fifth, sixth, or seventh grades. (See Anatomy and Physiology Unit)	1.34 4.4 4.12 4.22 7.3
self-control self-respect	Demonstrate ways to "let off steam." (through play, hobbies, talking, etc.) Discuss: why we fight, what fighting accomplishes, how we understand another person's point of view. Discuss: "Everyone makes mistakes but we can learn from these mistakes." Write an example of an actual experience of this. (or learning from disappointments)	1.29 1.30 4.13 4.34 4.36 7.1 7.2
develop lp them.	Role play good study habits vs poor study habits. Discuss the occasional use of "bad" words and what happens if this becomes a habit.	4.6 4.31 4.32 13.1
luate is part up process.	Discuss how to use the following in everyday evaluation: "Is it good?" "Is it truthful?" "Is it helpful?"	

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCE
Skills can be developed to recognize, face and solve problems.	Select a school problem; work out a possible solution. Develop a list of things about yourself which you would like to improve; then determine how you can begin the improvement of each.	4.7 4.29
A sense of imagination and creativity can bring self-satisfaction.	Write an essay or role play what another child, adult or animal might do to solve a particular problem. Play games of imagination such as, "If wishes came true," "If I were." Plan and conduct a party, play or special program. Discuss ways to be creative with clay, paint, crayons, wood, etc.	1.31 6.1

COMPETENCY II: Understand and accept others as individuals.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
Respect for the differences in people is important.	Discuss reactions to incidents in stories. feel? Talk about why your feelings in a sit often different from the feelings of anothe cuss the acceptability of differences-- hand religion, customs, values.) Develop a poster about the meaning of "frie
Happiness is friendship.	Develop in an essay the thought "To have a one." Role play influences that favorably affect that adversely affect it. Draw pictures to illustrate the special act by friends.
Standards for acceptable behavior can be developed cooperatively.	Discuss standards in the classroom in relat ual and group rights. Formulate standards and display on a poster. Form or work with a student council (or stu
Qualities of leadership and qualities of followership can be developed.	Dramatize "Too many chiefs, not enough Indi many cooks spoil the broth."

derstand and accept others as individuals.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
rences t.	Discuss reactions to incidents in stories. How did you feel? Talk about why your feelings in a situation are often different from the feelings of another person. (Discuss the acceptability of differences-- handicaps, races, religion, customs, values.) Develop a poster about the meaning of "friend."	1.1 1.19 1.2 1.24 1.3 1.25 1.6 1.37 1.7 1.38 1.14 4.2 1.17 4.33 1.18
ip.	Develop in an essay the thought "To have a friend is to be one." Role play influences that favorably affect friendship and that adversely affect it. Draw pictures to illustrate the special activities enjoyed by friends.	1.28 3.1 4.37
ble oped	Discuss standards in the classroom in relation to individual and group rights. Formulate standards for your room and display on a poster. Form or work with a student council (or student office).	4.13 4.21
ip and ship can	Dramatize "Too many chiefs, not enough Indians;" or "Too many cooks spoil the broth."	

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
	List qualities you like in people. Dis qualities may be developed. Make a chart showing the qualities of a the qualities of a good leader and disc each. Discuss the fact that we lead sometimes times. Why?
Older students' behavior and dress influence young children.	Talk about importance of good citizensh manship. Write separate lists of what you like a teen-agers-- graph and display class re primary students might feel about fourt graders.
Growing up involves making criticisms constructive.	Give examples of positive and negative how you feel with each type of criticis Develop a list of questions to nurture (What is good about, what do you especi don't you think the use of ____ is plea

rmediate)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
	List qualities you like in people. Discuss ways these qualities may be developed. Make a chart showing the qualities of a good follower and the qualities of a good leader and discuss the value of each. Discuss the fact that we lead sometimes and follow sometimes. Why?	1.22 1.23 3.1
' behavior and e young chil-	Talk about importance of good citizenship and good sportsmanship. Write separate lists of what you like and do not like about teen-agers-- graph and display class results. Discuss how primary students might feel about fourth, fifth, or sixth graders.	4.14 4.21
lves making structive.	Give examples of positive and negative criticism; discuss how you feel with each type of criticism. Develop a list of questions to nurture positive criticism. (What is good about, what do you especially like about, don't you think the use of ____ is pleasing?)	

COMPETENCY III: Attain a personal adjustment to a changing society.

CONCEPTS (Intermediate)	**SAMPLE LEARNING EXPERIENCES**
Honesty and dishonesty influence you, others and society in general.	Analyze effects of dishonesty on individuals, community. Discuss differences in ideas of honesty in di tures.
Growing up necessitates adjustments to new situations and new ideas.	Take field trips to the junior high school ch attend. Ask student leaders at the junior hi about the subjects, activities and other serv counseling) found in junior high.
Self-respect comes from within you not from material possessions.	Read about famous people (Lincoln, Keller, Pa astronauts). Dramatize thoughtfulness, accepting one's own self-control, rudeness, good manners, sharing thinking for oneself. Discuss how each makes inside. (See Community Health and Disease Units)
Common courtesies help interpersonal relationships.	Role play different situations which require i or other social courtesies. (If possible, ti lunchroom behavior, guests.) Develop a question box on etiquette.

ttain a personal adjustment to a changing society.

te)	SAMPLE LEARNING EXPERIENCES	RESOURCES
sty influ- d society	Analyze effects of dishonesty on individuals, class and community. Discuss differences in ideas of honesty in different cultures.	1.10 4.31
ates situations	Take field trips to the junior high school children will attend. Ask student leaders at the junior high to talk about the subjects, activities and other services (i.e. counseling) found in junior high.	1.17 1.27 3.1 4.20
from material	Read about famous people (Lincoln, Keller, Pasteur, astronauts). Dramatize thoughtfulness, accepting one's own abilities, self-control, rudeness, good manners, sharing, not sharing, thinking for oneself. Discuss how each makes you feel inside. (See Community Health and Disease Units)	1.35 1.11 3.1 4.16 4.35
lp inter- ps.	Role play different situations which require introductions or other social courtesies. (If possible, tie in with lunchroom behavior, guests.) Develop a question box on etiquette.	1.36 4.17 4.21 4.24 7.1

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
	Make a chart of good manners for playgroun and classroom.
Decisions on rules and policies need to be carefully developed.	Conduct panel discussion on reasons for sc Discuss why early pioneers made rules. (See Consumer Health, Safety Education a Health Units)

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Make a chart of good manners for playground, lunchroom and classroom.	
li- y	Conduct panel discussion on reasons for school rules.	
	Discuss why early pioneers made rules.	
	(See Consumer Health, Safety Education and Community Health Units)	

COMPETENCY IV: Understand factors which contribute to emotional and

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
Emotions are normal.	Discuss the fact that fears, anxieties ar shared by all children.
Such emotions as fear, love, hate, jealousy and anger have a variety of expressions.	Illustrate or write paragraphs on "things feel when hurt or angry," "when I wanted couldn't have." Help children list things which adults fe illness. Discuss why they fear these. L measures and reasons for these measures. Draw cartoons illustrating "Happiness is.
Anger, hate, frustration are caused by certain factors; ways to help one control or accept these emotions may be acquired.	With whom would you discuss a problem of Is it normal to hate? Write endings for "Misery is..." followed what causes these miseries and how they m
There is a need for a balance of activities.	Draw a fraction wheel representing a day; activities for a week day and week end da wheels in relation to need for rest, stud eating, etc. Write paragraphs on how you feel when tire you tired and how to overcome tiredness.

stand factors which contribute to emotional and mental disability.

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
	Discuss the fact that fears, anxieties and doubts are shared by all children.	
ove, have	Illustrate or write paragraphs on "things I love," "how I feel when hurt or angry," "when I wanted something I couldn't have."	
	Help children list things which adults fear: earthquakes, illness. Discuss why they fear these. List safety measures and reasons for these measures.	
	Draw cartoons illustrating "Happiness is..."	1.4 1.5 1.10 1.15 1.21 1.33 4.8 4.18 4.33 4.34 10.0
are s;	With whom would you discuss a problem of hating someone? Is it normal to hate?	
or y be	Write endings for "Misery is..." followed by discussion of what causes these miseries and how they might be avoided.	
ance	Draw a fraction wheel representing a day; include major activities for a week day and week end day. Discuss the wheels in relation to need for rest, study time, playing, eating, etc.	
	Write paragraphs on how you feel when tired, what makes you tired and how to overcome tiredness.	

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
	Assume your wheel has too many fracti write about the value of each fracti (See Anatomy and Physiology Unit)
Certain traits may cause you to like or dislike someone (teasing, practical joke, sense of humor).	Write a paper on the most outstandin possess. Make individual lists of traits you results and graph. Make a television box with a series ing: Are you kind to others? Do yo fight? Do you like other people?
There are appropriate people to whom you can relate your problems.	Write about when "My Feelings Were H Discuss how hard it is to keep a secr Discuss with whom you could talk abo

	SAMPLE LEARNING EXPERIENCES	***RESOURCES***
	Assume your wheel has too many fractions. Discuss or write about the value of each fraction of your wheel. (See Anatomy and Physiology Unit)	
ou	Write a paper on the most outstanding trait a person could possess.	
	Make individual lists of traits you most admire; tally the results and graph.	
	Make a television box with a series of drawings illustrating: Are you kind to others? Do you lose your temper and fight? Do you like other people?	
le r	Write about when "My Feelings Were Hurt."	
	Discuss how hard it is to keep a secret.	
	Discuss with whom you could talk about a serious problem?	

MENTAL HEALTH RESOURCES

(Review all material; Preview all films)

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1.9 Palazzo, Tony. THE LITTLE HEN. Doubleday
1.10 Haywood, Carolyn. EDDIE'S PAY DIRT. Morrow, 1953
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1.13 Sigsgaard. Jens. NILS ALL ALONE. Oxford, 1948
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1.15 Leaf, Munro. BOO WHO USED TO BE SCARED OF THE DARK. Random
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1.17 Clifford Eth. YOUR FACE IS A PICTURE. Seale, 1963
1.18 Reich, Hanns. CHILDREN OF MANY LANDS. Hill & Wang, 1964
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1.20 Riwkim-Brick, Anna. DIRK LIVES IN HOLLAND. Macmillan, 1963
1.21 McCloskey, Robert. TIME OF WONDER. Viking Press, 1962
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1.23 McNeer, May. ARMED WITH COURAGE. Abingdon,Press, 1957
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1.25 DeAngeli, Marguerite. THEE, HANNAH. Doubleday, 1960
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1.28 Wolley, Catherine. GINNIE AND THE NEW GIRL. Morrow, 1964

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(Review all material; Preview all films)

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1.34 Alexander, Arthur. HIDDEN YOU. Prentice-Hall, 1962
1.35 Goldenson, Robert M. ALL ABOUT THE HUMAN MIND. Random House, 1963
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1.37 Evans, Eva K. ALL ABOUT US. Golden Press, 1947
1.38 Little, Jean K. MINE FOR KEEPS. Little, Brown, 1962
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*2.1 Mental Health for Teachers and Pupils. A selected reading list (1961)

3.0 FILMSTRIPS

3.1 Developing Your Personality Series (Thinking for Yourself, More than One Things, Leaders and Followers, Promises are Made to Keep, Enjoying Today)

4.0 FILMS

4.1 Beginning Responsibilities: Taking Care of Things, Coronet
4.2 Care of Pets, EBF
4.3 Ugly Duckling, EBF
4.4 Helping Johnny Remember, Coronet
4.5 Beginning Responsibilities: Other People's Things, Coronet
4.6 Your Study Methods, Coronet
4.7 Let's Think and Be Safe, McG
4.8 Don't Be Afraid, EBF
4.9 Beginning Responsibilities: Doing Things For Ourselves in School, Corone
4.10 Manners At School, GP
4.11 Beginning Responsibility: Rules At School, Coronet
4.12 You're Growing Up, BF
4.13 Ways to Settle Disputes, Coronet

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Teachers and Pupils. A selected reading list (1961)

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BF
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BF
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4.14 Let's Play Fair, Coronet
4.15 Holiday From Rules, Porta
4.16 Boyhood of Abraham Lincoln, Coronet
4.17 Exchange Greetings and Introductions, McG
4.18 The Other Fellow's Feelings, YAF
4.19 Courtesy for Beginners, Coronet
4.20 Junior High-- A Time of Change, McG
4.21 Everyday Courtesy, Coronet
4.22 Glen Wakes Up, Coronet
4.23 Fairness for Beginners, Coronet
4.24 Words of Courtesy, Coronet
4.25 The Fun of Making Friends, Coronet
4.26 Getting Along with Others, Coronet
4.27 Kindness to Others, Coronet
4.28 Let's Share with Others, Coronet
4.29 Ways to Good Habits, Coronet
4.30 What To Do About Upset Feelings, Coronet
4.31 Am I Trustworthy, Coronet
4.32 Developing Responsibility, Coronet
4.33 Golden Rule: A Lesson for Beginners, Coronet
4.34 Learning From Disappointments, Coronet
4.35 Johnny Appleseed, Coronet
4.36 Age of Turmoil, McG
4.37 Personality Development, BF
4.38 Jimmy Rabbit, BF

6.0 NATIONAL EDUCATION ASSOCIATION JOURNAL

*6.1 Unfinished Stories (in 1964, 1965, and 1966 issues)

7.0 WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206, or 323 PEYTON BUILDING, NORTH 10 POST STREET, SPOKANE, WASHINGTON

7.1 Who Me
7.2 How Am I Doing
7.3 Doing Better at Work and Play

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ON ASSOCIATION JOURNAL

es (in 1964, 1965, and 1966 issues)

DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206, SEATTLE, WASHINGTON 98102
ILDING, NORTH 10 POST STREET, SPOKANE, WASHINGTON 99201

Work and Play

*10.0 SCIENCE RESEARCH ASSOCIATES, 259 EAST ERIE, CHICAGO, ILLINOIS 60611

Building Self-Confidence in Children
Developing Responsibility in Children
Fears of Children
Growing Up Emotionally
Helping Children Develop Moral Values
Helping Children Solve Problems
How Children Grow and Develop
Making and Keeping Friends
Understanding Hostility in Children
What Are You Afraid of?
What is Honesty?
When Children Face Crises
Why Children Misbehave
You and Your Abilities

*13.0 EQUITABLE LIFE ASSURANCE SOCIETY, 1285 AVENUE OF THE AMERICAS, NEW YORK, NEW YORK 10019

13.1 Habits, Habits, Habits

NUTRITION

Overview

As a nation we eat well; as individuals we may not. Two things may account for this: the unsolved mysteries of nutrition and the inadequate teaching of what is already known about nutrition. The challenge of nutrition education is to break the traditional boredom of memorizing nutrients and deficiency diseases and instead move into exploration of psychological, sociological and physiological implications of eating patterns. Eating is essential for life; a variety of food assures good nutrition; there must be a balance of calorie intake and output, etc. These are the overall ideas needed rather than the name and process of each digestive enzyme.

Rat feeding demonstrations need to be scheduled so that all students at some time learn from these, but care should be taken to avoid having this demonstration too often in one school.

Boys need nutrition education as much as girls. Working mothers, parents now sharing household responsibilities, career possibilities in areas related to foods and parental influence on childrens' eating habits all necessitate nutrition education for boys.

Nutrition is easily integrated and correlated with the total school program. The lunch program is a natural laboratory for nutrition work. Social studies may consider the interrelationships of food supply and world peace. Home economics classes will cover much of this material. Within health education, the Family Health Unit can include pregnancy and eating habits, parental influence on food likes and dislikes and parents' responsibility for the health of their children which of course includes eating adequately; Mental Health may incorporate such things as pride in food traditions of the family.

Good nutrition is a lot of common sense. Help in determining what is accurate and what is nonsense is available from the Home Economics Departments of the universities and colleges; the Extension Service, Institute of Agricultural Science, Washington State University; the Nutrition Division of the Washington State Health Department or the Home and Family Education, Division of Vocational Education, State Office of Public Instruction.

(See general resources, elementary: 1.1, 1.3, 1.7, 5.1, 7.4, 7.21, 8.1, 8.2, and 8.3; secondary: 1.17)

COMPETENCIES

Competency I:	Students know the relationship of food, growth and health.
Competency II:	Students enjoy a variety of food.
Competency III:	Students critically evaluate food selection.

COMPETENCY I: Know relationship of food, growth and health.

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
All living things need food.	Observe growth of seeds and plants in soil; use soil with insufficient nutrients, adequate nutrients and too many nutrients. Discuss what makes us hungry. (time of day, suggestion) Make a Mr. Breakfast Man. (hot bowl of cereal, head--orange, body--bottle of milk, etc.) Draw pictures of where people eat: home, school, picnics, parties. Make a trip to the farm, pet store or zoo. Ask farmer, store or zoo manager about the foods the animals eat.	1.1 1.3 1.5 1.15 1.16 2.7 3.1 3.4 4.4 4.12 7.1 7.9 7.10 7.13 7.17 7.20 7.22 7.23
Food helps us grow and do things.	Keep an individual weight and health chart. Observe eating habits of pets: a small kitten and a large dog. Why the difference, if any? Compare what you eat to what a younger sister or brother eats. Ask the kitchen manager to explain the different size serving for: first grader, sixth grader, teacher, large eaters and small eaters. Discuss why one child may eat more than another.	

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
	Have the lunchroom supervisor or kitchen manager explain why we use the type A pattern for school lunch. Discuss why: we get sleepy when we eat too much; we work better if we eat breakfast; babies are less chubby after they learn to crawl and walk; we are not hungry when we are sick; we are very hungry when we get well; bears need to eat when they hibernate.	

COMPETENCY II: Enjoy a variety of food.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Food is good.	Visit the lunchroom and meet the workers who will serve lunch. (They may have a carrot curl or radish rose for each child.) Practice going to the lunchroom for lunch or arrange the classroom for room service. Elect a host and hostess for the tables at lunch time. Discuss the responsibilities of the host and hostess. Have the lunchroom workers help in providing raw and cooked foods for a tasting party. Relate the foods we eat to those in the stories we read. Porridge--cereal--Three Bears Cottage Cheese--Little Miss Muffit Make a bulletin board display of new foods served in lunchroom or encountered in restaurants. Prepare a "Foods I Like" book and/or chart. Add to the chart new foods eaten in the school lunchroom. Write a letter to mother to invite her to have lunch with you during National School Lunch Week (week following the second Sunday in October) or invite her to a special holiday party.	1.1 1.3 1.10 1.14 1.16 1.17 1.18 1.30 3.5 4.9 4.14 4.20 4.22 7.15

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Plan a party and with the help of the lunchroom workers, make party foods: (dried milk and peanut butter confections, dried fruit confections, no-bake cookies, fruit finger foods, pop corn balls, butter, junket, fruit jello. Secure recipes from the school kitchen.) Make a chart of United Nations Countries. Illustrate special foods of each. Show the foods served in the school lunchroom which are related to other countries. Bean dishes-------Mexico Rice--------------China Spaghetti---------Italy, etc. Write a letter to the lunchroom workers: 1. Inviting them to a special program on foods we like to eat. 2. Thanking them for the school lunch foods you particularly like. 3. For a special lunch you liked. 4. Thanking them for a tasting party. 5. Thanking them for helping you make foods for your party or 6. Thanking them for showing you the kitchen.	

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
	Discuss traditional holiday foods. (Which ones are served in the home? Which ones are served at school?)	
	Make giant paintings of fruits and vegetables on giant paper sacks. Cut holes for head and arms (use for costumes in plays or skits). Tell class what is liked about each food.	
There are many kinds of foods.	Visit: a fruit and vegetable stand, meat market, bakery, dairy store, or food stores which service the school lunch program. Then follow up visit with some of learning experiences below. Make a chart depicting the vegetables that: grow above the ground grow below the ground that have leaves that are red, yellow, white, etc. Develop a bulletin board of fruits that grow on bushes, vines, trees. Visit the lunchroom to ask about the different types of bread that are baked for school lunches: corn bread, muffins, baking powder biscuits, yeast rolls, sweet rolls, etc.	1.7 1.8 1.10 1.13 1.18 1.20 1.22 1.30 3.2 3.7 4.5 4.6 4.10 4.16 4.17 4.18 4.19 4.23

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
	Make a chart depicting foods which come from animal and poultry sources.	7.7 7.8 7.9
	Make a chart of fruits and vegetables available in your community. Check those served in the school lunchroom, those served at home, those you have learned to eat this year.	7.14 7.16 7.18 7.19 11.3 11.4 11.5 12.5

COMPETENCY III: Critically evaluate food selection.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Some foods may be better than others for you.	Have children make "Nutrition Blocks" out of construction paper. Use different colors to illustrate the differenct nutrients such as: Brown---minerals Red---protein Green---vitamins Blue--carbohydrate White---water Yellow--fat (It is not necessary for primary children to learn the nutrients or the composition of foods. It is enough to show that foods are made up of materials which are the building blocks of our bodies.)	
	Show that some foods have more of one nutrient than other foods have. Discuss why it is important for us to eat many types of foods.	1.1 1.3 1.17 2.7
	Make mobiles or charts of "After-School Snack" foods. Discuss why mother may give an apple after school rather than a piece of cake?	

COMPETENCY I: Know relationship of food, growth and health.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
We need a constant supply of food.	Make a bulletin board of all reasons w health, growth, energy, feel better, e Let students develop a papier-mache ex "snack" foods. Discuss how wholesome to our supply of food. Plan imaginary voyage or trip requirin Lead class discussion around such ques need food?" "What makes us grow?" "H to eat?" "Why?" "Do all people eat t meals each day?" Compare how often we feed our pets. Draw and label the digestive tract or digestive tract. Discuss how a hambur (Show the digestive tract is constantl cells.) Invite a nurse or doctor to talk about between good food and good physical dev Ask the lunchroom supervisor to work wi in planning menus for a school camp exp with astronaut's diet or K rations with

Know relationship of food, growth and health.

te)	SAMPLE LEARNING EXPERIENCES	RESOURCES
supply	Make a bulletin board of all reasons why we eat: dental health, growth, energy, feel better, etc. Let students develop a papier-mache exhibit of wholesome "snack" foods. Discuss how wholesome snacks contribute to our supply of food. Plan imaginary voyage or trip requiring survival diet. Lead class discussion around such questions: "Why do we need food?" "What makes us grow?" "How often do we need to eat?" "Why?" "Do all people eat the same number of meals each day?" Compare how often we eat to how often we feed our pets. Draw and label the digestive tract or build a papier-mache digestive tract. Discuss how a hamburger becomes "you." (Show the digestive tract is constantly at work to supply cells.) Invite a nurse or doctor to talk about the relationship between good food and good physical development. Ask the lunchroom supervisor to work with the children in planning menus for a school camp experience. Compare with astronaut's diet or K rations with the camp menus.	1.1 1.2 1.3 1.4 1.16 1.19 1.23 1.25 1.26 3.6 4.2 4.3 4.13 4.21 7.1 7.11 7.12 12.3

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
All nutrients are available through food.	List foods you dislike and find substitute ing same nutritional value. Build different foods with nutritional bloc parisons. (No need to memorize nutrients.) Make papier-mache fruits and vegetables. (and vegetables, cover with two layers of to used and saved, and wallpaper paste. Dry, fruit or vegetable, paste forms together wi of towel, paint.) Work with the lunchroom supervisor to demon result of the type A lunch on rats. Use guinea pig to illustrate the importance foods in the diet. Discuss "snack" for: after school, a boy s after a Saturday matinee. Visit the school lunch kitchen to find out foods to conserve nutritional value. (refr freezer, cold and dry etc.) List foods we could not) have without canning, processing ing.

SAMPLE LEARNING EXPERIENCES	RESOURCES
List foods you dislike and find substitute foods supplying same nutritional value. Build different foods with nutritional blocks; make comparisons. (No need to memorize nutrients.) Make papier-mache fruits and vegetables. (Oil real fruit and vegetables, cover with two layers of torn paper towels, used and saved, and wallpaper paste. Dry, slit, remove fruit or vegetable, paste forms together with one strip of towel, paint.) Work with the lunchroom supervisor to demonstrate the result of the type A lunch on rats. Use guinea pig to illustrate the importance of vitamin C foods in the diet. Discuss "snack" for: after school, a boy scout hike, after a Saturday matinee. Visit the school lunch kitchen to find out how they store foods to conserve nutritional value. (refrigerator, freezer, cold and dry etc.) List foods we cannot (or could not) have without canning, processing or refrigerating.	1.2 1.4 1.16 1.24 1.25 1.27 1.28 2.7 4.1 4.7 4.15 7.3 12.1 12.2

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCE
	Make a bulletin board display depicting four food groups, as a four stage rocket trip to the moon. (Moon represents good health.) Discuss why foods are in four basic groups or grouping. Make posters of various foods that are composed largely of milk, substitutes for meat, etc. Discuss why coffee and tea have no nutrition value to the body. Discuss possible reasons why we eat desserts last at meal time. Students plan, guide and evaluate the rat feeding demonstration.	

COMPETENCY II: Enjoy a variety of foods.

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
New and different foods can add interest to eating.	Divide class into "try out" committees fo or unusual foods. (Ask mothers to help p Discuss what your favorite food is at bir Thanksgiving, etc. What do children in o their holidays? List foods discovered in America. How ma Thanksgiving foods? Ask the lunchroom supervisor to help the national Week menus for the school lunch Make a list of the foods we have learned to us from other countries.
Many factors affect which foods we eat.	Draw taste buds; have blindfolded tasting tastes affect what we select to eat? Role play ways to encourage a relaxed mea create tensions during meal time. Discus and reasons why manners are used. Have a committee check plate waste for a what foods are not eaten in the lunchroom type A lunch and home packed lunches. Di foods were not eaten. Discuss how we lea Discuss TV advertisements and family food

njoy a variety of foods.

te)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
oods can ing.	Divide class into "try out" committees for new, different or unusual foods. (Ask mothers to help plan this project.)	1.29
	Discuss what your favorite food is at birthdays, Christmas, Thanksgiving, etc. What do children in other lands eat on their holidays?	6.2
	List foods discovered in America. How many are traditional Thanksgiving foods?	
	Ask the lunchroom supervisor to help the class plan International Week menus for the school lunch program.	
	Make a list of the foods we have learned to eat which came to us from other countries.	
which	Draw taste buds; have blindfolded tasting test. Do food tastes affect what we select to eat?	1.2 1.21 1.25 1.27 1.29 3.3 6.2 6.3 7.5
	Role play ways to encourage a relaxed meal time and ways to create tensions during meal time. Discuss table manners and reasons why manners are used.	
	Have a committee check plate waste for a week to determine what foods are not eaten in the lunchroom from both the type A lunch and home packed lunches. Discuss why these foods were not eaten. Discuss how we learn to like foods.	
	Discuss TV advertisements and family food likes.	

COMPETENCY III: Critically evaluate food selection.

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Some foods do more for us than others.	Students plan, guide and evaluate the stration. Discuss food fads and the problem of g information. (Change in knowledge, di etc.) Discuss how to tell the differe facts and misinformation. Discuss best ways of spending allowanc treats (emphasize best time to eat sna

lly evaluate food selection.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Students plan, guide and evaluate the rat feeding demonstration. Discuss food fads and the problem of getting reliable information. (Change in knowledge, differences in opinion, etc.) Discuss how to tell the difference between food facts and misinformation. Discuss best ways of spending allowance money on food treats (emphasize best time to eat snacks)	1.1 1.16 1.25 1.26 1.27 1.29 2.3 2.4 2.5 4.11 6.1 7.2 7.6 11.1 11.2

NUTRITION EDUCATION RESOURCES

(Preview all films; Review all materials)

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2.0 UNITED STATES DEPARTMENT OF AGRICULTURE, HUMAN NUTRITION RESEARCH DIVISION, WASHINGTON, D. C. 20402

*2.7 Nutritive Value of Foods

FOOD AND DRUG ADMINISTRATION, 909 FIRST AVENUE, SEATTLE, WASHINGTON 98104

*2.4 Read The Label
*2.5 Your Money and Your Life
*2.3 Food Facts vs Food Fallacies

3.0 FILMSTRIPS

3.1 Skimpy and A Good Breakfast, WSH
3.2 How We Get Our Foods, SVE
3.3 Food, EBF
3.4 Your Food, EBF
3.5 Let's Have A Party, SVE
3.6 How Food Becomes You, WDC
3.7 Milk From Farm To You, WDC

4.0 FILMS

4.1 Eat For Health, WSH
4.2 Exploring Your Growth, WSH
4.3 Nutrition Needs of Our Bodies, Coronet
4.4 Eat Well, Grow Well, Coronet
4.5 Foods From Grains, Coronet
4.6 Uncle Jim's Dairy Farm, WDC
4.7 Your Food, McG
4.9 Let's Keep Food Safe To Eat, Coronet
4.10 Why Eat Our Vegetables, Coronet
4.11 Food For Freddy, WSG
4.12 Exploring Your Growth, CF
4.13 Something You Didn't Eat, WSH
4.14 Stanley Takes A Trip, WSH
4.15 Two Little Rats and How They Grew, WSH
4.16 I Can Run Like the Wind, WSH
4.17 I Feel Great, WSH

4.18 Picture of Health, WSH
4.19 Stamina, WSH
4.20 Good Eating Habits, Coronet
4.21 Y-O-U The Living Machine, WSH
4.22 Alexander Learns Good Health, Coronet
4.23 My Milkman Joe, WDC

5.0 AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECR WASHINGTON, D. C. 20036

*5.1 Teaching Nutrition in the Elementary School

6.0 TODAY'S HEALTH

*6.1 Maddox, Gaynor. "The Superstitious Side of Eating." Decemb
*6.2 Maddox, Gaynor. "How To Celebrate Thanksgiving in Ten Langu
*6.3 Maddox, Gaynor. "Colonial Recipes for the Jet Age." Decemb

7.0 WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, R WASHINGTON 98102 or 323 PEYTON BUILDING, NORTH 10 POST STRE

7.1 How Your Body Uses Food
7.2 Is It True?
7.3 Snacks, Why, When, What, How
*7.4 Nutrition Handbook
7.5 It's Always Breakfast Time Somewhere (posters and booklets)
7.6 Animal Feeding Demonstration
7.7 Our Food, Where It Comes From
7.8 Uncle Jim's Dairy Farm
7.9 Animals That Give People Milk
7.10 How I Grow
*7.11 Doing Better At Work and Play
*7.12 Growing Up
7.13 Your Health-- How Can You Help
7.14 More Milk Please
7.15 Surprise for Mother
7.16 Let's Make Butter
7.17 Every Day Eat the 1-2-3-4 Way (poster and pamphlet)

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tamina, WSH
ood Eating Habits, Coronet
-O-U The Living Machine, WSH
lexander Learns Good Health, Coronet
y Milkman Joe, WDC

MERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, 1201 SIXTEENTH STREET N.W., ASHINGTON, D. C. 20036

eaching Nutrition in the Elementary School

ODAY'S HEALTH

addox, Gaynor. "The Superstitious Side of Eating." December, 1963
addox, Gaynor. "How To Celebrate Thanksgiving in Ten Languages." November, 1965
addox, Gaynor. "Colonial Recipes for the Jet Age." December, 1965

ASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206 ARIES BUILDING, SEATTLE, ASHINGTON 98102 or 323 PEYTON BUILDING, NORTH 10 POST STREET, SPOKANE, WASHINGTON 99201

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nimals That Give People Milk
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oing Better At Work and Play
rowing Up
our Health-- How Can You Help
ore Milk Please
urprise for Mother
et's Make Butter
very Day Eat the 1-2-3-4 Way (poster and pamphlet)

7.18 Dairy Farm Panorama Kit
7.19 Urban Panorama Kit
7.20 Make Lunch Count

CEREAL INSTITUTE, INC., 135 SOUTH LASALLE STREET, CHICAGO, ILLINOIS 60603

*7.21 Better Breakfast Activities
7.22 A Basic Breakfast Pattern
7.23 Grains-- Origin of Breakfast Cereals (booklet, chart, and filmstrip)

8.0 DEPARTMENT OF NUTRITION, WASHINGTON STATE HEALTH DEPARTMENT, PUBLIC HEALTH BUILDING, OLYMPIA, WASHINGTON 98501

*8.1 Nutrition Books-- Recommended and Non-Recommended
*8.2 Bibliography of Nutrition Education Materials
*8.3 Suggestions For Teaching Nutrition in Elementary Grades

11.0 ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

11.1 Foodway To Follow
11.2 It's All In Knowing How
11.3 Juice Time
11.4 My Apple (poster)
11.5 Orange Clock

12.0 AMERICAN INSTITUTE OF BAKING, CONSUMER SERVICE DEPARTMENT, 400 E. ONTARIO STREET, CHICAGO, ILLINOIS

12.1 The Food Mobile
12.2 Your Guideline to Nutrients
12.3 The Pack-It Meal
12.5 Bread in the Making

SAFETY EDUCATION

Overview

At all age levels, accidents are a leading cause of death; in addition, injuries from accidents number in the thousands. Myths such as "accidents just happen" or "it can't happen to me" stand in the way of diminishing the pain and suffering of this health problem.

Knowledge about what one is doing, whether it is how to do something or the limitations of an action or equipment, enters into accident prevention. Attitudes, some of which are not obvious, guide behavior and lead one into or away from a hazardous situation. In some cases strength, skill, endurance, and other physical assets help or encourage accidents. Extensive research is attempting to give us some understanding and some solutions to the accident problem.

Competencies I and II are listed separately to show that each individual has a responsibility for prevention of accidents to himself as well as to others. However, it is difficult to separate these in actual practice, so many learning experiences could apply for both.

General teacher references for elementary grades are: 2.5, 5.2, 5.4, 5.5, 11.4, 11.2, 11.16, 11.17, 11.18, 11.21, 11.24 and 11.25.

COMPETENCIES

Competency I: Students prevent accidents through the application
and skills.

Competency II: Students assume individual and community responsibi

Competency III: Students exhibit appropriate responses to hazardous
pages following Intermediate Unit)

COMPETENCIES

Students prevent accidents through the application of safety knowledge, attitudes and skills.

Students assume individual and community responsibility for accident prevention.

Students exhibit appropriate responses to hazardous and emergency situations. (See pages following Intermediate Unit)

COMPETENCY I: Prevent accidents through knowledge, attitudes and skills.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
Safe practices get us to school and home safely.	Walk to major crosswalks with a patrol boy to practice where, when and how streets should be crossed. (Have each primary student and his parents fill out "the safest route to school" on a blank map which student takes home.) Make traffic lights (milk carton covered with paper with appropriate colors). Mount on a stick and play traffic games. Follow this with appropriate coloring of mimeographed stop and go signs. Make a chalk drawing of an intersection on the playground and dramatize ways to cross unguarded streets. Then practice crossing streets that are unpatroled. (Look both ways before crossing the street, do not run across, etc.) "Experience" new words by going to a street near school and stand on "corner", "crosswalk", "curb", etc. Then write a chart story composed by the class using new words and safety rules. Dramatize "Lost Child Game". One child is lost and another is a policeman. (Each child review home address, telephone number, and name. Learn how to use a phone.)	1.4 1.5 1.6 1.9 3.1 3.2 3.3 3.17 4.29 4.44 4.50 4.52 6.1 6.2 6.3 11.15 11.16 11.17 11.18 11.23 11.25

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Draw or mark off a street on the classroom floor. Use toy cars to demonstrate dangers of walking out between parked cars, stepping off curbs without looking both ways, and turning cars, especially free right turns by cars. Plan with teacher a quiet time just before dismissal to create a happy frame of mind before starting home; discuss why this is important. Do exercises involving Walk and No Walk signs. Dramatize safe bus behavior. Arrange chairs to represent the bus. Show the correct way of boarding, riding, and leaving the bus, and crossing in front of bus. Discuss respect and obedience for bus drivers and patrols. (The first day children wear name tags with the bus number on them.) Dramatize a situation emphasizing how you would like your bus to be if you were the bus driver. Make a chart of bus rules developed by the class. Draw pictures illustrating ways in which children might be approached by strangers and discuss what to do in each situation. Make a list of Do's and Don't's regarding strangers.	

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
Practices of safety and courtesy help prevent accidents at school.	Invite a fireman to explain why we have fire drills and why regulations are required. Have actual practice of a fire drill. Choose alternate routes from class and routes from lunchroom and lavatories. Make charts showing how right and left change as direction changes; correlate it to behavior in halls and on stairs. Demonstrate: the careful way to walk up and down stairs, one step at a time; walking at a controlled rate in the halls; opening doors; going around corners; staying to the right; etc. Demonstrate how to enter and leave the building. (avoid pushing, shoving, and tripping; keep hands to ourselves; single file; open doors properly; keep shoes tied; wear scarves properly; keep hat off forehead and eyes) Discuss safety practices related to all rooms and areas of school such as lavatory conduct and courtesy. Visit designated play areas and discuss rules for the use of area and equipment. Demonstrate how to use swings, slides, teeter-totters and other equipment. Ask the physical education teacher to demonstrate correct way of handling ropes. (Use safety factors as they relate to physical education.)	1.8 3.4 3.5 3.6 3.7 3.22 4.30 4.45 4.46 4.53 11.8 11.9 11.12 11.16 11.17 11.18 11.23 11.25

CONCEPTS (Primary)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
	Demonstrate proper carrying procedures for school materials, trays or plates of food, etc. (Extend scissors to others with points towards you; do not move around with scissors, balance food on trays.)	
Practices of safety and courtesy help prevent accidents away from school.	Make a display of toys or small play equipment which can be dangerous if not correctly used. (marbles, hard balls, jump ropes, sling shots, dart games, bows and arrows, etc.) Discuss why each may be dangerous. List rules developed by class for "Safe Play" (keep marbles and other small objects out of mouth, nose, ears; do not run with pointed objects; no throwing of hard objects; danger of some toys such as sling shots and bows and arrows). Dramatize what to do if a ball goes into a street. Make a map of the neighborhood indicating safe places for play and recreation. Draw pictures of places or things to avoid during play. (R.R. tracks, refrigerators, caves). Discuss why these are dangerous. Make a collection of magazine pictures to be used in a chart depicting household products, areas, or equipment which may be dangerous. Assemble pictures by rooms in a house.	1.7 1.9 3.8 3.9 3.10 3.12 3.14 3.15 4.17 4.27 4.29 4.49 4.50 4.51 4.55 6.1 11.1 11.5 11.6 11.14 11.16 11.17 11.18 11.23 11.25

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
	Discuss simple safety rules regarding electric light cords, sockets and use of small appliances. Make a display of plants to avoid (pictures or illustrations may be used). Survey neighborhood to see how many grow in your neighborhood. Discuss reasons for avoiding strange dogs and cats. Ask Humane Society representative how to act around strange animals. Discuss water safety and boating safety rules.	

COMPETENCY II: Assume individual and community responsibility for accident prevention.

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
You can prevent accidents.	Draw pictures showing how the unsafe practices of pedestrians may be the cause of accidents. Dramatize how the lack of courtesy may cause confusion and danger on stairs, at drinking fountains, etc. and cause others to have accidents. Discuss what to do if an accident happens at school when there is no adult present. Write chart stories about ways children can be helpful at home in protecting themselves and smaller children from home accidents. (falls, poisons, fires, etc.) Discuss reasons for laws and regulations regarding safety and the need to follow them. Discuss accidents that have happened in the home. Class compile a home safety check list; each student ask parents to help him check his home. (include dangers of firearms, drugs, other chemicals, and fire) Invite a fireman to discuss how to prevent fires in the home and what to do if there is a fire. Develop a chart "Code of Good Conduct" made by the class after a discussion of individual responsibility in accident prevention. (Telling teacher if equipment is broken, following rules, etc.)	1.1 3.7 3.8 3.13 3.16 4.18 4.54 11.6 11.7 11.8 11.9 11.11 11.16 11.17 11.18 11.23 11.25 11.28 13.1 13.3

CONCEPTS (Primary)	***SAMPLE LEARNING EXPERIENCES***	***RESOURCES***
	Include in "Code of Good Conduct" good housekeeping habits such as allowing clear space for walking, putting away blocks and toys when one finishes playing with them. Make posters showing Do's and Don't's of good housekeeping practices or what happens when floor is not tidy and clean, etc. Ask a patrol boy to discuss and demonstrate his job. Make pictures of a patrol boy doing his job. Discuss why they need to be obeyed. Discuss meaning of courtesy in relation to concern for the other person and safety for others. (no tripping, shoving) Use creative writing, puppet demonstrations and flannel board characters to develop the idea of respect for others' safety. Set up a miniature intersection on the playground so preschool child and parent can practice correct crossings. (See Consumer Health and Mental Health Units)	

COMPETENCY I:. Prevent accidents through knowledge, attitudes and skills

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Extended mobility requires increased knowledge about safe practices.	Investigate and discuss accident statistics a hazards in your school neighborhood.
	Prepare a self-test or pretest on pedestrian and skateboard traffic safety for other grad scores to ascertain level of knowledge.
	Construct series of posters labeled "From th of View" showing traffic hazards such as obj poor visibility, individuals darting from be cars, or going against light, etc.
	Discuss bus loading and unloading; role play bus safety and courteous behavior.
	Display a variety of traffic signs; discuss vehicle and pedestrian traffic safety.
School accident prevention needs understanding of rules and courtesy.	Develop large bulletin board display showing building and playground; use symbols to indi and incidence of accidents.

revent accidents through knowledge, attitudes and skills.

e)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCES*
quires about	Investigate and discuss accident statistics and traffic hazards in your school neighborhood.	2.3 11.11 3.12 11.14 3.19 11.15 4.3 11.16 4.10 11.17 4.12 11.18 4.18 11.21 4.19 11.22 4.22 11.23 4.23 11.24 4.24 11.26 4.35 12.1 4.37 4.41 11.4 11.5 11.10
	Prepare a self-test or pretest on pedestrian, bicycle and skateboard traffic safety for other grades. Graph scores to ascertain level of knowledge.	
	Construct series of posters labeled "From the Drivers Point of View" showing traffic hazards such as objects causing poor visibility, individuals darting from between parked cars, or going against light, etc.	
	Discuss bus loading and unloading; role play procedures for bus safety and courteous behavior.	
	Display a variety of traffic signs; discuss meanings for vehicle and pedestrian traffic safety.	
ention of rules	Develop large bulletin board display showing plan of school building and playground; use symbols to indicate location and incidence of accidents.	2.1 4.42 3.18 11.1 4.27 11.17 4.28 11.18 4.38 11.21 4.39 12.4

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
	Develop a simple check list and conduct a hazards in buildings, on grounds, and in dents and others. (Base plans for learn the survey findings.) Invite school nurse, custodian and/or pri summarize accidents that occur in the sch report, class formulate plans for prevent dents.
Most accidents occur in the home.	Discuss statistics and types of home acci 11.4); make list of hazardous conditions homes. Prepare an exhibit of hazardous objects c in homes such as metal toys with sharp ed out rubber backing, oily rugs improperly s accessible poisonous substances. Report on causes and results of home acci involved relatives or close friends withi

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Develop a simple check list and conduct a survey for hazards in buildings, on grounds, and in conduct of students and others. (Base plans for learning experiences on the survey findings.) Invite school nurse, custodian and/or principal to summarize accidents that occur in the school-- after report, class formulate plans for preventing school accidents.	
the	Discuss statistics and types of home accidents (resource 11.4); make list of hazardous conditions in and around the homes. Prepare an exhibit of hazardous objects or materials found in homes such as metal toys with sharp edges, rugs without rubber backing, oily rugs improperly stored and easily accessible poisonous substances. Report on causes and results of home accidents that involved relatives or close friends within the last year.	2.3 2.4 3.20 4.1 4.5 4.6 4.8 4.15 4.16 4.20 4.21 4.26 4.31 4.33 4.42 5.1 7.1 11.4 11.6 11.12 11.13 11.21 11.23 11.24 11.27 13.1 13.3

COMPETENCY II: Assume an individual and community responsibility for acci

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
Freedom of mobility requires safety practices.	Review school and community rules affecting b licensing); formulate a bicycle safety code a prominently in the building. Report on first-hand experiences with bicycle Determine safety practices which might have p Investigate and report safety practices to fo riding on a train, flying in an airplane, mov homes, space flights. Observe and record stopping time for bicycles skateboards, automobiles on wet and dry pavem results pointing out need for considering rea weather, etc. in determining safety practices Write individual reports describing route to what pedestrian safety measures must be pract
School accident prevention depends on you.	Refer to checklist (Competency I, Concept II practices which will avoid accidents due to t Make slogans and posters to be used throughou ing. Demonstrate to younger children the proper us fountains, careful way of going up and down s use of classroom equipment, etc. Experienced patrol boys visit classrooms to e tion, schedule and procedure of protected cro

ssume an individual and community responsibility for accident prevention.

)	SAMPLE LEARNING EXPERIENCES	RESOURCES
equires	Review school and community rules affecting bicycles (and licensing); formulate a bicycle safety code and display prominently in the building. Report on first-hand experiences with bicycle accidents. Determine safety practices which might have prevented them. Investigate and report safety practices to follow when riding on a train, flying in an airplane, moving mobile homes, space flights. Observe and record stopping time for bicycles, skates, skateboards, automobiles on wet and dry pavement. Chart results pointing out need for considering reaction time, weather, etc. in determining safety practices. Write individual reports describing route to school and what pedestrian safety measures must be practiced enroute.	2.4 3.11 4.3 4.7 4.11 4.12 4.14 4.18 4.19 4.22 4.24 4.37 4.41 11.4 11.5 11.10 11.13 11.14 11.15 11.16 11.17 11.21 11.22 11.23 11.24 11.26 12.1 13.5 13.6
ention	Refer to checklist (Competency I, Concept II) and discuss practices which will avoid accidents due to these hazards. Make slogans and posters to be used throughout the building. Demonstrate to younger children the proper use of fountains, careful way of going up and down stairs, safe use of classroom equipment, etc. Experienced patrol boys visit classrooms to explain location, schedule and procedure of protected crossings.	2.3 2.4 4.38 4.39 11.1 11.6 11.8 11.12 11.16 11.17 11.21 11.23 11.24 12.4

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*
	Prepare and use individual personal safety no, sometime: Do I always walk up and dow Am I courteous in the lunchroom? Organize a "cleanup the playground" period hazardous objects. Discuss and list safety rules for equipmen school playground and in sports activities.
You can prevent many accidents in the home.	Discuss news articles on home accidents an these accidents might have been prevented. Make a card for home use listing telephone and police deaprtment, ambulance, family d relative, and poison control center. Present a panel discussion on ways each in make a safe home. Use fire prevention week checklist to poin make home safe from fire and encourage fami checklist. Present first aid problems for class discus you do if?" 1. mother cut her finger while preparin 2. sister swallowed a poison such as am 3. brother fell from porch and cut knee

	SAMPLE LEARNING EXPERIENCES	*RESOURCES*
	Prepare and use individual personal safety checklist--yes, no, sometime: Do I always walk up and down stairs safely? Am I courteous in the lunchroom?	
	Organize a "cleanup the playground" period to remove hazardous objects.	
	Discuss and list safety rules for equipment used on your school playground and in sports activities.	
idents	Discuss news articles on home accidents and ways in which these accidents might have been prevented.	2.2 2.4 4.5 4.8 4.15 4.16 4.20 4.21 4.26 4.31 5.1 5.2 11.7 11.8 11.11 11.16 11.17 11.19 11.21 11.23 11.24 11.27
	Make a card for home use listing telephone number of fire and police deaprtment, ambulance, family doctor, nearest relative, and poison control center.	
	Present a panel discussion on ways each individual can help make a safe home.	
	Use fire prevention week checklist to point out ways to make home safe from fire and encourage family to fill out checklist.	
	Present first aid problems for class discussion "What could you do if?" 1. mother cut her finger while preparing dinner 2. sister swallowed a poison such as ammonia 3. brother fell from porch and cut knee and elbow etc.	

CONCEPTS (Intermediate)	***SAMPLE LEARNING EXPERIENCES***
All emergencies are not man made.	Establish the types of natural disasters causes, location of likely occurrence and individuals and the communities. Invite Civil Defense or Red Cross speaker community's readiness for emergencies or Defense shelter. Discuss the increased likelihood of accid inclement weather. Discuss and practice safety procedures fo earthquake or other natural phenomena whi in your immediate area.
Knowledge and practice of safety rules in recreational activities prevents accidents.	Display pictures of recreational equipmen gun, skate, sled, ski, bat, fishhook; sel write good safety practices for using tha Plan a first aid kit for home, auto, camp and discuss why items are included. Prac use of the items. Prepare and present skit of things not to or camping. ("Comedy of Errors")

SAMPLE LEARNING EXPERIENCES	RESOURCES
Establish the types of natural disasters that occur, their causes, location of likely occurrence and effect on individuals and the communities.	4.34
Invite Civil Defense or Red Cross speaker to discuss your community's readiness for emergencies or visit local Civil Defense shelter.	
Discuss the increased likelihood of accidents due to inclement weather.	
Discuss and practice safety procedures for your school for earthquake or other natural phenomena which might occur in your immediate area.	
Display pictures of recreational equipment such as canoe, gun, skate, sled, ski, bat, fishhook; select one item and write good safety practices for using that item.	1.2 1.3 3.23 4.2 4.4 4.13 4.23 4.25 4.32 4.40 4.43 11.1 11.3 11.5 11.6 11.17 11.20 11.21 11.23 11.24 11.28 11.29 13.2 13.5 13.7
Plan a first aid kit for home, auto, camping, and hiking and discuss why items are included. Practice the correct use of the items.	
Prepare and present skit of things not to do while boating or camping. ("Comedy of Errors")	

CONCEPTS (Intermediate)	*SAMPLE LEARNING EXPERIENCES*	*RESOURCE*
	Discuss accepting a dare to do something reckless. Why would this be safe or unsafe? Why is a dare given? How does knowledge of the limitations of a situation or of equipment help you? Discuss rules at public swimming areas and how they help prevent accidents. (Discuss rules both for pools and lakes.) Create imaginary accident situations in recreational activities and have pupils demonstrate simple first aid procedures they might follow. Invite nurse to demonstrate how to cleanse a wound with soap and water, apply a sterile dressing, stop a nosebleed, and give mouth-to-mouth artificial respiration. Practice mouth-to-mouth resuscitation on resusi-Annie. Investigate where swimming lessons are given in your community. Demonstrate what to do and what not to do when someone else is in trouble in the water. (See Competency III)	4.2 4.9 4.13 4.25 4.33 4.40 4.42 4.43 5.2 11.2 11.3 11.6 11.19 13.2 13.5

Exhibit appropriate responses to hazardous and emerg

School districts are referred to the American Red Cross Junio Aid courses and the Medical Self-Help program for content and learning e petency.

It is recommended that appropriate responses be taught at the with regular health instruction.

Some suggestions at the elementary level might be:

1. What to do when lost (Safety Education Unit).
2. How to use a telephone for an emergency (Safety Education
3. How to take care of minor wounds (Community Health Unit).
4. How to give mouth-to-mouth resuscitation (Anatomy and Phys
5. Who you tell when you or someone else is hurt (Consumer He
6. Which plants are not edible and what to do if someone eats
7. Proper use of medicine (Consumer Health Unit).

It is strongly suggested that first aid at the junior and seni grated into other health units. For example, instead of memorizing the s insulin shock, the study of the endocrine system brings forth investigati diabetes. The symptoms of insufficient or excessive insulin then become aid for these conditions can naturally be included. First aid for burns ing the skin, sunburning and transplantation. First aid for eye injuries sensory organs. Each aspect of first aid and disaster training has a tie education.

xhibit appropriate responses to hazardous and emergency situations.

tricts are referred to the American Red Cross Junior, Standard, and Advanced First Medical Self-Help program for content and learning experiences to develop this com-

mmended that appropriate responses be taught at the elementary level in conjunction instruction.

stions at the elementary level might be:

o do when lost (Safety Education Unit).
use a telephone for an emergency (Safety Education Unit).
take care of minor wounds (Community Health Unit).
give mouth-to-mouth resuscitation (Anatomy and Physiology Unit).
u tell when you or someone else is hurt (Consumer Health Unit).
plants are not edible and what to do if someone eats these (Community Health Unit).
use of medicine (Consumer Health Unit).

ngly suggested that first aid at the junior and senior high school levels be inte- alth units. For example, instead of memorizing the symptoms for diabetic coma and tudy of the endocrine system brings forth investigation of the metabolic disturbance, oms of insufficient or excessive insulin then become apparent; at that time first ions can naturally be included. First aid for burns can come into a unit includ- ning and transplantation. First aid for eye injuries fits naturally into a unit on n aspect of first aid and disaster training has a tie to certain areas of health

SAFETY EDUCATION RESOURCES

(Preview all films; Review all materials)

(* Teacher References)

1.0 BOOKS

1.1 Shapp, Martha. LET'S FIND OUT ABOUT SAFETY. Watts, 1964
1.2 McNally, Tom. HUNTING FOR BOYS. Follett, 1962
1.3 Joseph, James. BETTER WATER SKIING FOR BOYS. Dodd, Mead, 1964
1.4 MacDonald, Golen. RED LIGHT, GREEN LIGHT. Doubleday, 1944
1.5 McClosky, R. MAKE WAY FOR DUCKLINGS. Viking, 1941
1.6 Beim, Jerrold. ANDY AND THE SCHOOL BUS. Morrow, 1947
1.7 Leaf, Munro. SAFETY CAN BE FUN. Lippincott, 1961
1.8 Lee, Tina. MANNERS TO GROW ON. Doubleday, 1955
1.9 Smaridge, Norah. WATCH OUT. Abingdon, 1965

2.0 UNITED STATES DEPARTMENT OF LABOR, BUREAU OF STANDARDS, WASHINGTON, D. C. 25

2.1 We're Never Too Young to Learn Safety

UNITED STATES FOOD AND DRUG ADMINISTRATION, 909 FIRST AVENUE, SEATTLE, WASHINGTON

*2.2 Protect Your Family Against Poisoning
*2.3 The Accident Problem in the U.S.
2.4 Dennis the Menace Takes A Poke At Poison

PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, DIVISION OF ACCIDENT PREVENTION, WASHINGTON, D. C. 20201

2.5 Teaching Poison Prevention in Kindergartens and Primary Grades

3.0 FILMSTRIPS

3.1 Safe and Sound Along the Way, SVE
3.2 Street Safety, McG
3.3 The Safety Patrol, McG
3.4 A Busy Morning In School, JH
3.5 Our School Helpers, McG
3.6 Safe and Sound At School, SVE
3.7 Manners At School, McG
3.8 Manners At Home, McG
3.9 Playing Safely, McG
3.10 Play Safely, EBF
3.11 How to Improve Your Cycling, Assoc
3.12 After School Hours, McG
3.13 What Would You Do, SVE
3.14 Home Safely, EBF
3.15 Safe and Sound At Home, SVE
3.16 Consideration of Others, McG
3.17 Safety in the Street, NFBC
3.18 Happy Hollow Makes the Honor Roll, SVE
3.19 Be a Better Pedal Pusher, SVE
3.20 Safe Home-- Safe Living, SVE
3.22 Safety on the Playground, EBF
3.23 Safety Adventures Out of Doors, EBF

4.0 FILMS

4.1 How to Have An Accident in the Home, WSH
4.2 I'm No Fool in the Water, EBF
4.3 Bicycle Rules of the Road, WSH
4.4 Blasting Cap-- Danger, WSH
4.5 Children at Play-- With Poison, WSH
4.6 How to Have An Accident in the Home, WSH
4.7 Monkey Tale, EBF
4.8 Safe Living At Home, WSH
4.9 Safety Adventures Out of Doors, EBF
4.10 Giant Steps, WSH
4.11 Interrupted Morning, WSH
4.12 Look Alive, WSH
4.13 Midsummer's Nightmare, WSH
4.14 No Defense, WSH

4.15 When Sally Fell, WSH
4.16 Why Daddy, WSH
4.17 Fire in Their Learning, Assoc
4.18 Stop, Look, and Think, WSH
4.19 Bicycle Safety, McG
4.20 Fire Safety Is Your Problem, McG
4.21 Make Your Home Safe, McG
4.22 Safety On the School Bus, McG
4.23 Street Safety is Your Problem, McG
4.24 Be Your Own Traffic Policeman, McG
4.25 Let's Be At Home in the Water, McG
4.26 Let's Be Safe At Home, McG
4.27 Let's Play Safe, McG
4.28 Let's Think and Be Safe, McG
4.29 Let's Stop and Go Safely, McG
4.30 Primary Safety in the School Building, Coronet
4.31 Electricity: Principles of Safety, Coronet
4.32 Boats: Buoyancy, Stability, Propulsion, Coronet
4.33 I'm No Fool with Fire, Assoc
4.34 Unchained Goddess, UW
4.35 Safety Belts for Susie, Cahill
4.37 Bicycle Safety Skills, Coronet
4.38 Playground Safety, Coronet
4.39 Safe Living At School, Coronet
4.40 Safety In Winter, Coronet
4.41 Safety on the Way to School, Coronet
4.42 Safety With Everyday Tools, Coronet
4.43 Be Water Wise, McG
4.44 Safety To and From School, McG
4.45 We Go To School, Coronet
4.46 Primary Safety: On The School Playground, Coronet
4.49 Courtesy for Beginners
4.50 Strangers, Davis
4.51 Play Safe, P
4.52 The School Bus and You, P
4.53 Fire Drill Exit At Our School, Coronet
4.54 Why Take Chances, Davis
4.55 Safety After School, C

5.0 AMERICAN MEDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HE
DEARBORN STREET, CHICAGO, ILLINOIS 60610

5.1 Danger Lurks
*5.2 First Aid Manual

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND
WASHINGTON, D. C. 20036

*5.4 Suggested School Safety Policies
*5.5 Teaching Safety in the Elementary School

6.0 TODAY'S HEALTH

*6.1 Schapper, Beatrice. "The Best Defense Against Sex Perve
*6.2 Schramm, William P. "What To Do When You Are Lost". Se
*6.3 Karch, Carroll Schauer. "Pony With A Safety Message".

7.0 NATIONAL FIRE PROTECTION ASSOCIATION, 60 BATTERYMARCH ST

7.1 Early Man and Fire

11.0 SEATTLE-KING COUNTY SAFETY COUNCIL, 715 3rd AVENUE, SEAT

*11.4 Accident Facts Yearbook
11.5 Posters-- Vacation, Seasonal, Holiday
11.6 Posters-- General
11.7 Posters-- Falls
11.8 Posters-- Clean-Up
11.9 Posters-- Clothing, Personal Protective Equipment
11.10 Posters-- Chemicals and Gases
11.11 Posters-- Fire and Explosion
11.12 Posters-- Material Handling
11.13 Posters-- Machinery
11.14 Posters-- Motor Transportation
11.15 Posters-- Traffic

EDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH AND HEALTH EDUCATION, 535 NORTH
TREET, CHICAGO, ILLINOIS 60610

ks
Manual

SSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, 1201 16th AVENUE N.W.,
, D. C. 20036

School Safety Policies
afety in the Elementary School

ALTH

Beatrice. "The Best Defense Against Sex Perverts". September, 1961
illiam P. "What To Do When You Are Lost". September, 1961
roll Schauer. "Pony With A Safety Message". May, 1966 (Knowledge to combat sex perverts.)

IRE PROTECTION ASSOCIATION, 60 BATTERYMARCH STREET, BOSTON, MASSACHUSETTS 10

and Fire

NG COUNTY SAFETY COUNCIL, 715 3rd AVENUE, SEATTLE, WASHINGTON 98104 (send for catalogue
to select posters, etc.)

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Vacation, Seasonal, Holiday
General
Falls
Clean-Up
Clothing, Personal Protective Equipment
Chemicals and Gases
Fire and Explosion
Material Handling
Machinery
Motor Transportation
Traffic

*11.16 Safety Education Data Sheets (specific information for teaching a specif
bicycles, matches, falls, hook and line fishing, safe use of pesticides,
(95) $4.75)
*11.17 School Safety Lessons-- Elementary Packet (72 lessons) $3.20

AMERICAN RED CROSS (SEE LOCAL DIRECTORY OR WRITE SEATTLE-KING COUNTY CHA
SEATTLE, WASHINGTON)

11.1 Water Safety Posters
*11.2 Programs for Elementary Schools
11.3 Have Fun (in the water)-- But (slides)
*11.18 Primary Grade Safety Guide (ARC 1446)
11.19 First Aid Manual
11.20 Posters on Resuscitation
*11.21 Suggested Guide for Safety Instruction-- Upper Elementary (ARC 1447)

NATIONAL COMMISSION ON SAFETY EDUCATION, N.E.A., 1201 16th N.W., WASHING

11.22 Bicycle Safety In Action
11.23 Posters (Let's Be Safe Passengers, Field Trips, Traffic At School, Safe
Special Activities Are Fun)
*11.24 Safety Guides for You-- In the Intermediate Grades
*11.25 Safety Guides for You-- In the Primary Grades

DIRECTOR, HEALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 511
WASHINGTON 98101

11.26 Aetna Bicycle Quiz
11.27 Fire Safety Quiz

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, 16 EAST 40th STREET, N

11.28 Safe Play to Save Sight
11.29 Professor Ludwig Von Drake's I.Q.

Sheets (specific information for teaching a specific phase of safety: lls, hook and line fishing, safe use of pesticides, etc. complete set

-- Elementary Packet (72 lessons) $3.20

EE LOCAL DIRECTORY OR WRITE SEATTLE-KING COUNTY CHAPTER, 2106 2nd AVENUE,

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-- In the Primary Grades

ATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE,

THE PREVENTION OF BLINDNESS, 16 EAST 40th STREET, NEW YORK, NEW YORK 10016

ht
Drake's I.Q.

12.0 AAA, 1712 G. STREET N.W., WASHINGTON, D. C.

12.1 Bicycling Is Great Fun
12.4 Teacher's Triptik

13.0 NATIONAL BOARD OF FIRE UNDERWRITERS, 85 JOHN STREET, NEW YORK, NEW YORK

13.1 The Careless Family
13.3 The Do-Little's House

EQUITABLE LIFE ASSURANCE SOCIETY, 393 7th AVENUE, NEW YORK 1

13.2 Wet and Waterproof

SAFETY AND HEALTH SERVICES, EMPLOYERS MUTUAL, WAUSAU, WISCONSIN

13.5 A Tale of Two Bike Riders
13.6 A Better Bike (poster)
13.7 Sound Suggestions for Swimmers and Splashers (poster)

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"Misconceptions About Health Among Children and Youth". November, 1962
Implications of Behavioral Studies for Health Education". January, 1963
"Some Thoughts About Young Teenagers". November, 1965

CODE FOR FILM AND FILMSTRIP COMPANIES

ACS	American Cancer Society King County Unit 119 West Harrison Avenue Seattle, Washington 98119 AT 4-7993
ADA	American Dental Association 222 East Superior Chicago, Illinois
Aetna	Aetna Life Insurance Company 151 Farmington Avenue Hartford, Connecticut 06115 (pamphlets and films on safety: samples only)
Alm	Almanac Films 29 E. 10th Street New York, New York
AMA	American Medical Association Department of Community Health and Health Education 535 North Dearborn Street Chicago, Illinois 60610
ARC	American National Red Cross Seattle-King County Chapter 2106 Second Avenue Seattle, Washington AT 4-7993
ARF	Arthritis & Rheumatism Foundation 1900 Fifth Avenue Seattle, Washington
Assoc	Association Films, Inc. 25358 Cypress Avenue Hayward, California
ATS	American Temperance Society 6830 Laurel Street Washington 12, D.C.
Avis	Avis Films, Inc. 2408 West Olive Avenue Burbank, California 91506
BC	Borden's Company Public Relations Department 350 Madison Avenue New York, New York 10017
Bell	Film Library Public Relations Department Pacific Northwest Bell Exchange Building Seattle, Washington 98104
BF	Bailey Films, Inc. 6509 DeLongpre Avenue Hollywood, California 90028
Cahill	Charles Cahill & Associates, Inc. P. O. Box 3220 Hollywood, California 90028
Cenco	Cenco 1800 Foster Chicago, Illinois

CF	Churchill Films 6671 Sunset Boulevard Los Angeles, California 90028
CI	Cereal Institute, Inc. 135 South LaSalle Street Chicago, Illinois 60603
CMC	Center for Mass Communication 1125 Amsterdam Avenue New York, New York 10025
Coronet	Coronet Instructional Films 65 East South Water Street Chicago, Illinois 60601
CWSC	Central Washington State College Office of Visual Education Ellensburg, Washington 98926
Davis	Sid Davis Productions 1418 North Highland Avenue Hollywood, California 90028
DPC	Dudley Pic Corporation (Distributed by Union Pacific Railroad)
DuArt	DuArt Film Labs 245 W. 55th Street New York, New York 10019
EBF	Encyclopedia Britannica 1150 Wilmette Avenue Wilmette, Illinois 60091 (10316 Southeast 25th Street Bellevue, Washington)
EGH	Eye Gate House (Film Strip) 146-01 Archer Avenue Jamaica, New York 11435
ELA	Equitab of the Office Health 1285 Av New Yor
Elkins	H.M. Elk 10031 Co Tujunga,
FA	Film Ass 11014 Sa Los Ange
FDA	United S 909 Firs Seattle, 583-5300
GE	General Film Lib 710 Seco Seattle,
GP	Gateway 1859 Pow San Fran
HA	Washingt 3121 Arc Seattle,
Handy	Jam Hand 2821 Eas Detroit,

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unset Boulevard
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Institute, Inc.
uth LaSalle Street
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for Mass Communication
msterdam Avenue
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55th Street
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Southeast 25th Street
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e House (Film Strip)
Archer Avenue
, New York 11435

ELA
Equitable Life Assurance Society
of the United States
Office of Community Services and
Health Education
1285 Avenue of the Americas
New York, New York

Elkins
H.M. Elkins Company
10031 Commerce Avenue
Tujunga, California 91042

FA
Film Associates of California
11014 Santa Monica Boulevard
Los Angeles, California 90025

FDA
United States Food & Drug Administration
909 First Avenue
Seattle, Washington
583-5300

GE
General Electric Company
Film Library
710 Second Avenue
Seattle, Washington

GP
Gateway Productions
1859 Powell Street
San Francisco, California 94133

HA
Washington State Heart Association
3121 Arcade Building (MA 3-4713)
Seattle, Washington 98101

Handy
Jam Handy Organization
2821 East Grand Boulevard
Detroit, Michigan 48211

Hanna	Kay Hanna, Parents Committee Box 23 Itheca, New York
HEW	United States Department of Health, Education & Welfare Office of Education Washington, D. C.
IFB	International Film Bureau 332 South Michigan Avenue Chicago, Illinois 60604
ILI	Institute of Life Insurance Education Division 488 Madison Avenue New York, New York 10019
KC	Kimberly-Clark Corporation Educational Department TG Neenah, Wisconsin 54956
LDR	Louis deRochemont Associates 18 East 48th Street New York, New York 10017
LL	Lederle Laboratory Film Library Pear River, New York
LLC	L.L. Cromien & Company 245 W. 55th Street New York, New York 10019
MAP	Medical Arts Productions P. O. Box 4042 Stockton, California
MCA	Maternity Center Association 48 East 92nd Street New York, New York 10028 (pamphlets, posters, charts: cost)
MCG	McGraw-Hill 330 W. 42nd New York, Ne
MFG	Medical Films 506 W. 57th New York, Ne
MH	National Asso 1211 Polk Str San Francisco
MHF	Mental Health 164 E. 38th S New York, New
MLI	Metropolitan 600 Stockton San Francisco
Moody	Moody Institu 11428 Santa M Los Angeles,
MTP	Modern Talkin 45 Rockefelle New York, New
NF	National Foun 307 Orpheum B Fifth and Ste Seattle, Wash (MA 4-5470)
NFBC	National Film 680 Fifth Ave New York, New
NorF	Norwood Films, 926 New Jerse Washington, D.

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New York

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Illinois 60604

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New York 10019

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4042
California

Center Association
2nd Street
New York 10028
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MCG
McGraw-Hill Text Films
330 W. 42nd Street
New York, New York 10036

MFG
Medical Films Guild
506 W. 57th Street
New York, New York

MH
National Association for Mental Health
1211 Polk Street
San Francisco, California 94109

MHFB
Mental Health Film Board
164 E. 38th Street
New York, New York

MLI
Metropolitan Life Insurance Company
600 Stockton Street
San Francisco, California

Moody
Moody Institute of Science
11428 Santa Monica Boulevard
Los Angeles, California 90025

MTP
Modern Talking Pictures Service
45 Rockefeller Plaza
New York, New York

NF
National Foundation
307 Orpheum Building
Fifth and Stewart Streets
Seattle, Washington 98101
(MA 4-5470)

NFBC
National Film Board of Canada
680 Fifth Avenue
New York, New York 10019

NorF
Norwood Films, Inc.
926 New Jersey Avenue N.W.
Washington, D. C. 20001

NSC
National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

NSMS
National Society for Multiple Sclerosis
King County Chapter
1010 Fifth Avenue North
Seattle, Washington 98190
(AT 2-9297)

NSPB
National Society for the Prevention of Blindness
16 East 40th Street
New York, New York 10016

NYUF
New York University Film Lab
26 Washington Square
New York, New York 10003

P
Progressive Pictures
6351 Thorn Hill Drive
Oakland, California

PF
Pfizer Medical Film Library
267 W. 25th Street
New York, New York

PH
Audio-Visual Facility
Public Health Service
Communicable Disease Center
Atlanta, Georgia 30333

PHP
Paul Hoefler Productions
Walt Disney 16 mm Films
350 South Buena Vista Street
Burbank, California 91503

Porta
Portafilms
1418 N. Glendale Avenue
Glendale, California

PPC
Personal Products Corporation
Educational Department
Milltown, New Jersey

PR
Proctor and Gamble
Professional Services Division
P. O. Box 171
Cincinnati, Ohio 45201

RD
Robert Disraeli Films
Box 343
Cooper Station, New York 10003

SCS
Soil Conservation Service
Room 840, Bon Marche Building
Spokane, Washington 99201

SDA
Washington State Dental Association
417 Grosvenor House
Seattle, Washington 98101

SDC
Washington State Dairy Council
2366 Eastlake Avenue East
Room 206, Aries Building
Seattle, Washington
(EA 3-3350)

SEF-C
Sutherland Educational Films
201 North Occidental Road
Los Angeles, California

SEF-NY
Sterling Educational Films, Inc.
241 East 34th Street
New York, New York 10016

SF
Stanton Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

SKSC
Seattle-King County Safety Council
715 Third Avenue (MA 2-1670)
Seattle, Washington 98104

Squibb	E.R. Squibb & Sons 745 Fifth Avenue New York, New York 10022
SRP	Stewart Reynolds Productions 195 South Beverly Drive Beverly Hills, California
SSC	Washington State Safety Council General Administration Building Olympia, Washington 98501
SVE	Society for Visual Education, Inc. 1345 Diversey Park Chicago, Illinois 60514
TL	Director, Health Education Anti-Tuberculosis League of King County 5118 Arcade Building Seattle, Washington 98101
UC	University of California Extension Media Center Film Distributing Berkeley, California 94720
USDA	United States Department of Agriculture and Human Nutrition Research Division Washington, D. C. 20402
US	University of Washington Film Center Seattle, Washington 98105
UWF	United World Films, Inc. 221 Park Avenue South New York, New York
VM	Viking Motion Pictures Public Relations Department 466-25th Street Hermosa Beach, California
WCTU	Women's Christian Temperance Union Union Federal Savings Building Seattle, Washington (MA 2-4660)
WD	Walt Disney 800 Sonora Avenue Glendale, California 91201
WDC	Washington Dairy Council 2366 Eastlake Avenue East Room 206, Aries Building Seattle, Washington 98102 or 323 Peyton Building North 10 Post Street Spokane, Washington 99201
WFP	Wexler Film Products 801 N. Seward Street Los Angeles, California
WSH	Washington State Department of Health Public Health Building Olympia, Washington 98501
WSU	Washington State University Audio-Visual Center Pullman, Washington 99163
WTA	Washington Tuberculosis Association 230 Securities Building Seattle, Washington 98101
WTS	Washington Temperance Society Arcade Building 1319 - 2nd Avenue Seattle, Washington 98104

WU
Wayne University
Auditory Production Center
Detroit 2, Michigan

YAF
Young American Films
330 W. 24th
New York, New York

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SUPERINTENDENT OF PUBLIC INSTRUCTION
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